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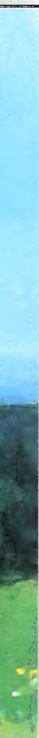
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In Time and Place



Master Plan 2005

For the Protection, Preservation
and Presentation of Alberta's Past



In Time and Place

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For the Protection, Preservation
and Presentation of Alberta's Past



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Alberta Community Development
Old St. Stephen's College
8820-112 Street
Edmonton, Alberta
Canada T6G 2P8

phone 780 431-2300
www.cd.gov.ab.ca/preserving/heritage

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Appendix 1: Thematic Framework with Slotted
Provincially Designated Resources

Appendix 2: Thematic Framework

Appendix 3: Thematic Framework Worksheet

Frequently Used Abbreviations

PAA – Provincial Archives of Alberta

PHR – Provincial Historic Resource

RAM – Royal Alberta Museum

RHR – Registered Historic Resource



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Preface

The Master Plan Committee was struck in May of 1998 as a committee of the now Heritage Resource Management Branch, Cultural Facilities and Historical Resources Division of Alberta Community Development. The purpose of the committee was to further the orderly protection, preservation, and presentation of the heritage resources of the province through the reworking of the 1980 *Master Plan for the Protection and Development of Prehistoric and Historic Resources within Alberta*. Under the authority of the office of the Assistant Deputy Minister, Cultural Facilities and Historical Resources Division, the committee was charged with producing a new Master Plan.

The committee has included representatives from Historic Sites Service, Heritage Resource Management, the Provincial Archives of Alberta, and the Royal Alberta Museum. The work of the committee is grounded in the 1980 *Master Plan for the Protection and Development of Prehistoric and Historic Resources within Alberta*. The committee acknowledges this contribution, without which its task would have been rendered more difficult.

In Time and Place: Master Plan 2005 does not address palaeontological or natural history resources.

Committee Members, and Master Plan 2005 Authors

William Tracy	<i>Chairman</i> Senior Planning Advisor, Heritage Resource Management
Dorothy Field	<i>Architectural Historian</i> , Heritage Resource Management
Patricia A. Myers	<i>Historian</i> , Heritage Resource Management
J. Rod Vickers	<i>Archaeologist</i> , Royal Alberta Museum/ Heritage Resource Management
Marlena Wyman	<i>Audio-Visual Archivist</i> , Provincial Archives of Alberta

Acknowledgements

The committee acknowledges the support and encouragement of Dr. W.J. Byrne, former Deputy Minister, Alberta Community Development; Mark Rasmussen, Assistant Deputy Minister, Cultural Facilities and Historical Resources Division, Alberta Community Development; Les Hurt, former Director, Heritage Resource Management Branch, Alberta Community Development; the late Dr. Sandra Thomson, former Director, Provincial Archives of Alberta; David Link, Director, Heritage Resource Management Branch, Alberta Community Development; and Leslie Latta-Guthrie, Director, Provincial Archives of Alberta. Their continued support and patience made this project possible.

The committee acknowledges with appreciation the contributions made by the following individuals who participated as committee members at various points in the process: Donald Wetherell, formerly with Historic Sites Service, Alberta Community Development, served on the committee from October 1998 until August 2001; Chris Robinson, Heritage Resource Management, served on the committee from October 1998 until February 1999; and Grant Tolley, formerly with the Assistant Deputy Minister's office, Cultural Facilities and Historical Resources Division, Alberta Community Development, provided initial advice on senior management's vision of the role of *Master Plan 2005* within the Historical Resources Division.

The committee further acknowledges with appreciation the contributions made by Dr. Susan Berry, Curator of Ethnology, Royal Alberta Museum, for her commentary on Theme 3. Aboriginal Life; Jack Brink, Curator of Archaeology, Royal Alberta Museum, for his commentary on Theme 1. Prehistoric Alberta; Maurice Doll, former Curator of Government History, Royal

Alberta Museum, for his commentary on Theme 14. Military; Liana Haynes, former Government Records Archivist, Provincial Archives of Alberta, for her commentary on Theme 13. Law Enforcement; and Ron Mussieux, Curator of Geology, Royal Alberta Museum, for his commentary on Theme 4. Resource Development.

Juliette Cailliau, Assistant Registrar of Historic Places, Alberta Community Development, carefully prepared the list of provincially designated resources for inclusion in the Thematic Framework on the CD. Sean Moir, former Curator of Documentary Collections, Reynolds-Alberta Museum, and Jane Ross, Curator of Western Canadian History, Royal Alberta Museum, provided examples for the Principles of Preservation. Elliott Manickchand, Historic Sites Service, Alberta Community Development, provided technical expertise for developing the CD.

Special thanks are owed to those who helped with illustrations and photographs. Gail Lint and Barbara Johnston of the Alberta Foundation for the Arts patiently facilitated several requests to search the Foundation's wide holdings. Marianne Scott and Cynthia Gardiner, Scott Gallery, Edmonton, cheerfully accommodated the committee's request to peruse many canvasses from gallery artists. The Provincial Archives of Alberta, the Glenbow Archives, and the Ukrainian Canadian Archives and Museum of Alberta supplied the archival photographs found throughout the *Plan*.

Finally, Kevin Zak, studio z, made the design and production process enjoyable with his patience and good humour.

Thank you all.

Master Plan 2005

A New Approach to Preserving Alberta's History

Master Plan 2005 is a comprehensive guide intended to encourage the preservation of Alberta's heritage resources. Its basic premise is that by preserving a wide variety of heritage resources and undertaking a wide variety of preservation activities, Alberta's history can be protected and revealed. *Master Plan 2005* encourages Albertans to define heritage resources in broad and inclusive terms, to understand the inter-relationships between these resources, and to collect and preserve a broad range of the intellectual and material components of those resources. It can be used when considering the preservation of resources as diverse as standing structures, archaeological sites, cultural landscapes, natural areas, archival holdings and museum collections, and a range of activities as wide as planning, protection, research, interpretation, acquisition, and education.

Master Plan 2005 has five parts. The first part, called Preservation Strategy, introduces a philosophy and a set of preservation principles that can guide the selection and preservation of heritage resources. It adopts as fundamental the position that only by having available a diverse body of resources is the understanding and appreciation of the history of the province possible.

Part II explains the thematic approach that guides *Master Plan 2005*. The thematic framework emphasizes the social aspects of the historical experience. The eighteen themes of *Master Plan 2005* are identified. Each theme contains within it sub-themes, components, and elements. Each of these levels is defined and the slotting of resources at the element level is explained. The importance of research is discussed as is the role of the thematic and topical research studies in support of *Master Plan 2005*.

In Part III specific examples of applications are provided in both narrative form and in diagrammatic form. These examples demonstrate the usefulness of *Master Plan 2005* in directing diverse preservation activities. While these

examples will not be identical to every specific heritage preservation problem, similar general applications can be adapted to any project.

The fourth part is an analysis of the prehistory and history of the province in the form of a thematic framework. It invites Albertans to view their prehistory/history as a complex, inter-related whole where people interact with their environment and with each other. It is firmly placed within a historiographical tradition that rejects what has been termed the consensus view of Canadian history.¹ This view focused on mainstream political and economic history, the history of mostly male, mostly white, mostly elite, Canadians. *Master Plan 2005* is more broadly based on a social history approach that argues the historical fabric is much more complicated, with threads of ethnicity, gender, and class, for example, all part of the weave. The thematic framework of *Master Plan 2005* uses 1955 as its end date in accordance with departmental precedent. The Master Plan committee is not suggesting, however, that heritage preservation activities be constrained by this date. The reasoned application of the Principles for Preservation discussed in Part I of *Master Plan 2005* is a better guide to preservation activities than the adoption of an arbitrary end date.

The final part consists of a CD containing the Thematic Framework with slotted provincially designated resources as of January 2004, the Thematic Framework without resources slotted against it, and a blank worksheet against which other resources may be slotted, as explained in Part III.

Master Plan 2005 replaces the *Master Plan for the Protection and Development of Prehistoric and Historic Resources within Alberta*, developed in 1980 for use by the province. This document proposed that the history of the province could be interpreted through a finite number of historic sites, and guided the development of a network of 15 provincially owned and operated historic sites and interpretive centres. Recognizing that both the study of history and heritage planning practice have changed considerably since 1980, *Master Plan 2005* offers a new approach to guide the protection of heritage resources. Further, it has been designed so it can be used by any group in Alberta contemplating heritage preservation activities.

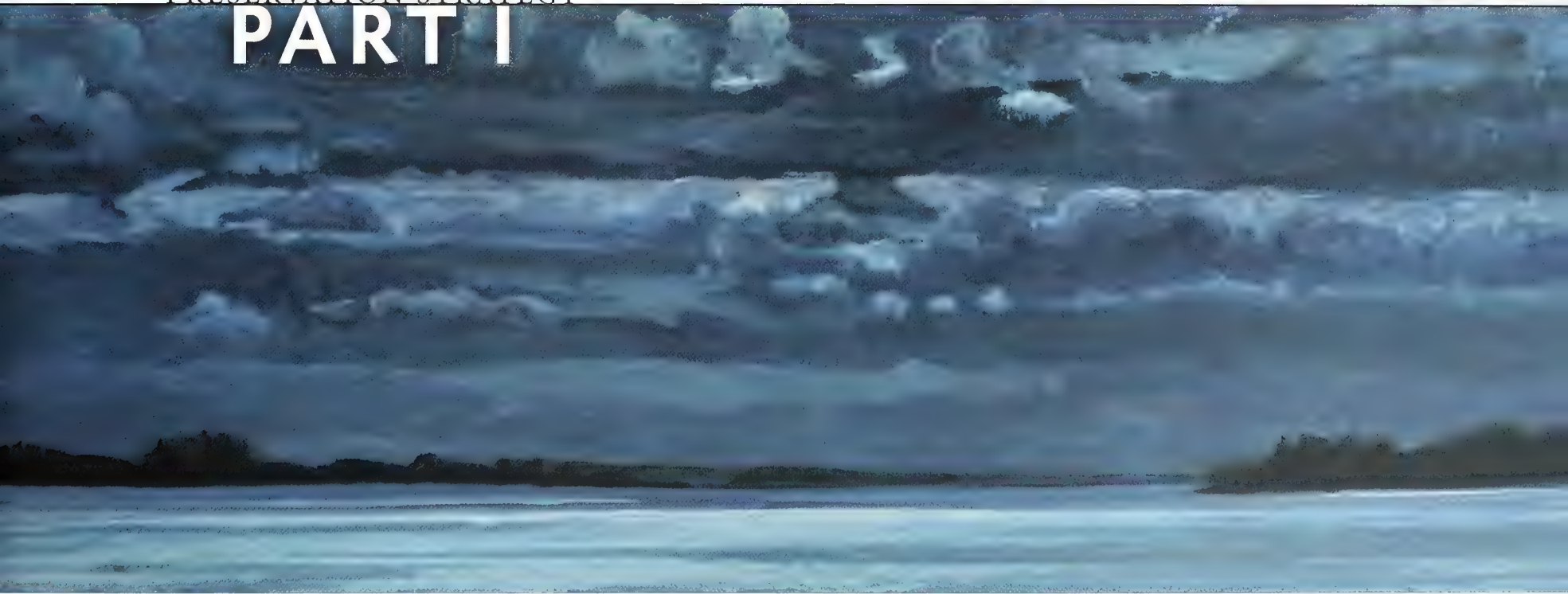
Master Plan 2005 is a dynamic document that can be adjusted to new developments in the heritage field. It has been designed to be revised and updated as necessary.

Notes

- 1 Catherine A. Cavanaugh and Randi R. Warne, *Telling Tales: Essays in Western Women's History* (Vancouver: University of British Columbia Press, 2000: 3).

PRESERVATION STRATEGY

PART I





Preservation Strategy

Philosophy

Master Plan 2005 defines a heritage resource as any object, moveable or stationary, that is revealing of the province's history. This definition is intended to be all-encompassing and to encourage broad and inclusive thinking about how history is made, and by whom. Items as diverse as cookbooks, bridges, tipi rings, frying pans, hostels, and home movies can illuminate the history of life in Alberta.

Master Plan 2005 treats all these heritage resources, whether buildings, portable objects, or archival documents, as artifacts with stories to tell.¹ As such they are valuable in their own right. They are also valuable when considered as parts of collections.² A collection of designated buildings from across the province, a collection of letters from First World War soldiers, and a collection of women's hats display fundamental similarities: they are all vehicles that carry and transmit information about themselves, and about the society in which they were created and used. Each of these objects can be inventoried, catalogued, protected, and preserved. Collections do not, though, have to be defined only in terms of similar type. A collection may include, for example, buildings and letters and hats.

When diverse resources are considered to be parts of the same collection, the potential for preserving, understanding, and interpreting our history is enlarged. Collections of objects and/or archival documents, for example, might reasonably be linked with a structure with which they enjoyed a common history or function. For instance, Alberta Community Development chose to designate the Sexsmith Blacksmith Shop as a Provincial Historic Resource together with the blacksmith tools associated with the shop under a single designation order. In a similar fashion, the John Snow Residence

and Studio, the home and studio of the internationally recognized artist and lithographer John Snow, includes as part of the designation a printing press and historic objects and furnishings that relate directly to the creation and production of John Snow's work.

Master Plan 2005 argues that the understanding and enjoyment of the province's history is increased when a broad selection of heritage resources are offered protection, whether as part of a museum collection, in an archives, or as part of a protected cultural landscape. Subjects are brought into clearer focus when various heritage resources are respected and preserved. If only the mine owner's house and furnishings, and the mining company records are kept and not the miners' homes, furnishings and the union records, a very incomplete part of the history of a mining community will be preserved. If the records of benevolent societies and nursing stations, the miners' tools, lunch bucket and clothing are also collected and kept, an even broader, more accurate picture of mining life emerges. Similarly, popular tableware bought at Eaton's is as worthy of protection as crystal goblets. Preserving only the unique or grand parts of our history does a disservice to the majority of people who created Alberta's history.

Making sure a variety of resources is preserved is one issue. The same general argument can be applied to collections of like objects. A museum, for example, might house dozens and dozens of men's hats from the 1950s. While it may seem redundant to have so many, it may not necessarily be so. There are the obvious issues of style and changes in style, of meaning and usage to take into account. There is also the issue of variation of colour or fabric or ornamentation within a particular style. Then there is the question of the place of manufacture. Were the hats made by hand? In factories? In western Canada, eastern Canada, the United States, or England? Suddenly parts of the collection considered superfluous may not, in fact, even be adequate for many research problems or display opportunities.

Archival collections face similar challenges and opportunities. For instance, can an archive have too many letters from the front during the First World War? There were, after all, a variety of battles, conditions, officers, seasons, and so forth over a period of years. Each correspondent will have observed events through different eyes based on different life experiences. This personal

interpretation may be forever lost should an archivist determine a particular subject has adequate representation.

The concept of adequate representation must be examined carefully. For example, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has suggested that it is appropriate to preserve 1% of the built heritage environment.³ *Master Plan 2005*, however, argues that it is inappropriate to select a finite percentage and declare adequacy of representation when that percentage is attained. Consider, for example, the single-family house. This forms one of the largest categories of designated sites in Alberta. Of about 518 designated sites, 97, or 19%, are classified as single-family dwellings. The total number of single-family dwellings constructed in Alberta to 1950 must have been, at the most conservative estimate, 100,000 structures; therefore, less than 1/10th of 1% have been designated. It is unlikely, even based on UNESCO's estimate, that an adequate sample of this class of sites has been preserved. Further, when considered by decade, as graphed in Figure 1, it is apparent that the sample is skewed to residences constructed in the period 1910–1919.

By way of example, further examination reveals that large houses constructed by business and professional men from the upper reaches of society are disproportionately represented in the sample, while houses occupied by urban blue-collar workers, labourers, and shopkeepers, for example, are

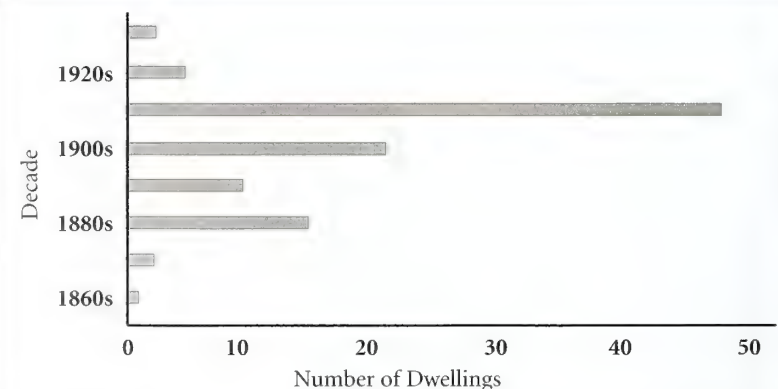


Figure 1 Construction Year: Designated Single-Family Dwellings

under-represented. Of course, dwellings are more than just dwellings. They are also associated with the persons who lived in them and events that took place in and around them. The estimate of adequacy is thus dependent on the nature of analysis, and on the kind of questions asked. As the understanding of historical significance changes, different types of structures will be designated. The point here is that using numbers or percentages alone to determine adequacy is, in itself, inadequate.

Moving toward a preservation philosophy that seeks to represent the full story of the Alberta experience is the best step to take when considering the meaning of adequacy. This approach, with research and wide-ranging discussions among heritage professionals from different disciplines, may best begin formulating an approach to the question of adequacy of representation in heritage preservation. The question of adequacy of representation of any collection then, should be seen as an open-ended discussion, with adequacy itself a changing concept.

Similar cautions, and careful thought, should precede any action to remove, or de-accession, items in collections. Collections are very much a product of their times, and as such, are valuable historical documents. Past collecting philosophies, however, should not always guide contemporary collecting.

Master Plan 2005 argues collections are not only groups of objects, but can be defined to include sets of knowledge and information. The Provincial Heritage Survey or the Archaeological Sites Inventory, for example, comprise data sets, both physical and digital, that constitute collections. Similarly, the Canadian Archival Information Network (now called Archives Canada) was created in 2001 to develop an on-line database that would make the holdings of archives across Canada more accessible. The database contains descriptions of archival fonds,⁴ and provides links to virtual exhibits and photographic databases. As each institution puts fonds descriptions on-line, they are made available to the Archives Canada database. With a click of a mouse, researchers can read descriptions of archives' holdings anywhere in Canada, making this database a significant tool in expanding opportunities for discovering and using these historical resources.

Master Plan 2005's view of historical collections also transcends the limits of ownership. It is not necessary, for example, for the province to own the

resource for it to be considered part of a collection or of value in preserving the province's history. This is a powerful concept that acknowledges collections of value are not only held in public ownership. This concept also encourages cooperative action in heritage preservation.

Research is seen to be fundamental to any preservation activity. Before a preservation decision can be made or a preservation action taken, whether it is to preserve farmers' account books, acquire wartime radio broadcasts, or restore a seamstress's work table, sufficient research should be done to understand the topic and place it in its historical context.

Master Plan 2005 has adopted a qualitative research model.⁵ Qualitative research integrates various disciplinary approaches, such as history and archaeology, for example. It argues that the participation of a variety of heritage professionals from different disciplines brings a rounded perspective to heritage preservation decisions. Qualitative research looks broadly at topics, from train stations to election pamphlets, as social phenomena. This approach encourages using a wide range of research sources, such as documents, photographs, and material objects to inform the examination of the topic. This research model supports the integrated approach to heritage resource preservation envisioned by *Master Plan 2005*.

Principles for Preservation

Master Plan 2005 has developed a set of principles for preservation that embody the inclusive approach to heritage resource preservation envisioned by this *Plan*.⁶ They have been developed to provide guidance for groups undertaking, or considering, the preservation of heritage resources. The principles reflect current scholarship, broad trends in heritage resource management, and can be used when considering varied heritage preservation activities. They describe types of heritage preservation activities, and the approaches to those activities, that will result in the preservation of a body of resources truly representative of the province's history. Protection, sometimes thought of as an aspect of preservation, is here defined in the narrower, legal sense as the protection offered by designation through the *Historical Resources Act*. These



Mass Burial, Hillcrest Cemetery, June 1914

W.T. Young fonds
Provincial Archives of Alberta, A1781

principles are listed below for quick reference, then examined one by one and illustrated with examples.

1. *Protect and preserve resources whose existence or appearance significantly aid our ability to understand or remember important historical or cultural values, or to continue an historically important cultural activity*
2. *Protect and preserve resources that contribute significantly to the symbolism, imagery, mythology, folklore or oral tradition of Alberta and its communities*
3. *Protect and preserve resources primarily significant for their historical and cultural associations*

4. *Protect and preserve resources primarily significant for their technical or material associations*
5. *Protect and preserve resources with community significance where they help illuminate larger themes*
6. *Protect and preserve resources that represent the full diversity of our historical experience*
7. *Seek to the greatest extent possible to protect and preserve historic resources in their entirety*
8. *Protect and preserve groups of thematically related resources that convey the many facets of a historical theme or community*
9. *Assemble and preserve materials necessary for the study and interpretation of historic resources*
10. *Enhance the promotion of appreciation of heritage protection and preservation through increased public accessibility to educational resources*

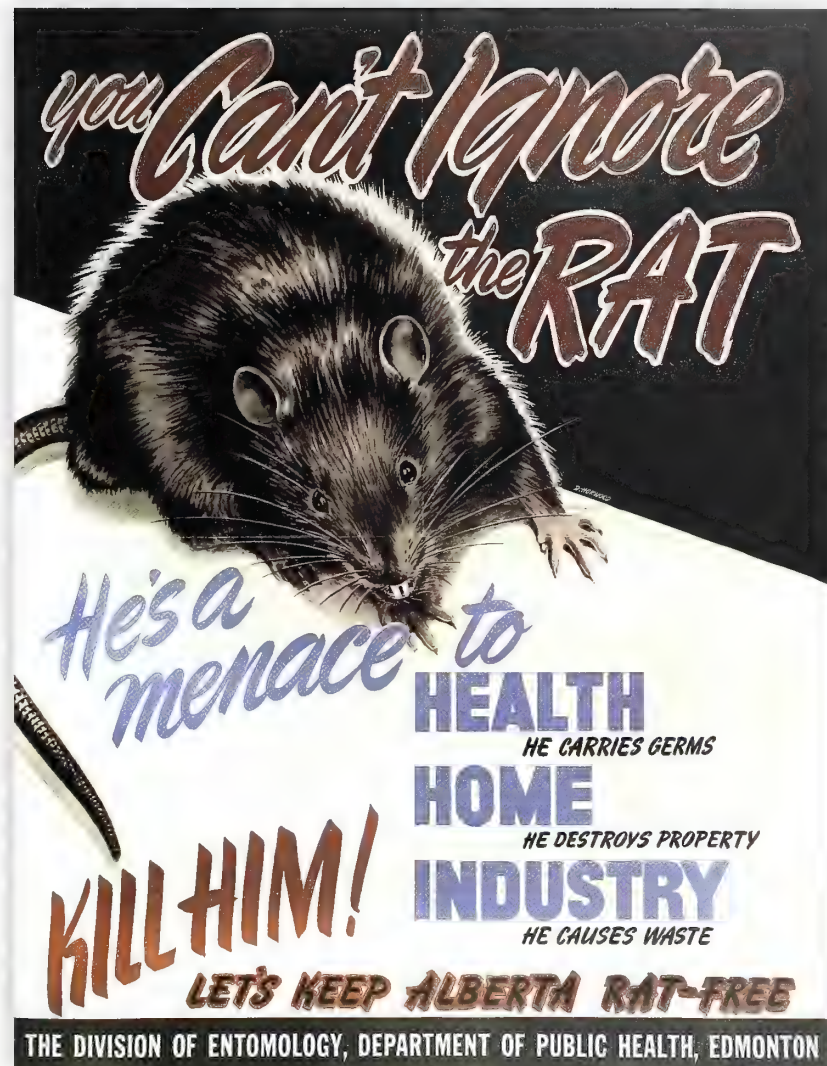
On the following pages, a description (○), examples (●), and a summary (⊗) appear for each of the ten Principles for Preservation.

1. ***Protect and preserve resources whose existence or appearance significantly aid our ability to understand or remember important historical or cultural values, or to continue an historically important cultural activity***

The value of heritage resources lies in their ability to convey historic and cultural values. Historical and cultural values define a people's sense of their place in the world. The destruction of all historic grain elevators would significantly reduce our ability to remember the agricultural development of the west. Even less drastic changes may, however, reduce the ability of a resource to convey

historically important cultural values. If a diary, for example, contains notes written in various hands, or vertically in the margins, those elements that may be historically or culturally significant, or may speak to the conditions in which the diary was created, would be diminished if the diary were to be retyped neatly on white paper. Similarly, a community hall built by a particular ethnic group would still be a hall if the decorative elements added in a particular style were removed, but its cultural significance would be reduced.

- The Old Hillcrest Cemetery is the final resting place for most of the 189 miners killed in the 1914 underground explosion at the Hillcrest Mine. For the community, the cemetery is a reminder of the dangerous nature of work in mines at that time, of the devastation the disaster caused in the community, and of the impact it had on individual families. Altering the marking of the mass grave, for example, would tamper with the cultural values represented by the cemetery, and the way the cemetery communicates them.
- Alberta occupies an unusual place in the world as a rat-free territory. This status is quite extraordinary, but came from quite an ordinary and practical decision in Alberta's history. The Rat Patrol was formed by the Alberta Department of Agriculture in 1950 as the result of the fear of the spread of Sylvatic Plague, and for economic reasons to protect agricultural crops. The Rat Patrol continues to exist today. The Provincial Archives of Alberta holds various records relating to the Rat Patrol including legislation, financial records, correspondence, photographs, and posters. Preservation of this material helps us to understand this unique historic development.
- In response to concerns of First Nations traditionalists, *The First Nations Sacred Ceremonial Objects Repatriation Act* was passed in May 2000. This act provided the legal framework to return to Alberta First Nations ceremonial or sacred items held by the Royal Alberta Museum and the Glenbow Museum. Essentially, First Nations argued that these



Rat Control Poster, Department of Public Health, ca. 1950

Alberta Department of Health fonds
Provincial Archives of Alberta, A17202b



objects were necessary “to continue an historically important cultural activity associated with them”. Important religious ceremonies, seen as vital for the resumption and continuation of Aboriginal traditions, required the use of these sacred ceremonial objects. Further, many of the objects themselves were viewed by Aboriginal peoples as requiring on-going ritual activities to maintain their integrity. Therefore, the responsibility for protection of these resources was transferred from provincial government agencies to First Nations.

- ☉ The three examples have shown how the principle can be applied to sites, archival holdings, and even legislation. Protecting the Hillcrest Cemetery in its historic 1914 condition helps the cemetery communicate burial and mourning practices, and reinforces the overwhelming community devastation caused by the explosion. Collections held by the Provincial Archives of Alberta trace the theory and practice behind Alberta’s rat-free status. Legislation returning ceremonial objects to the First Nations ensures the continuance of an historically important cultural activity.

2. *Protect and preserve resources that contribute significantly to the symbolism, imagery, mythology, folklore or oral tradition of Alberta and its communities*

Historical value can reside in places or things that represent a community’s image of itself, where the place represents an immaterial concept or idealized view of the past. Such symbolic associations are often powerful constructs. Objects such as Dinny the dinosaur – a gargantuan concrete behemoth – has symbolized the mysterious age of the dinosaurs to Calgary children for years and thus has historical, if not scientific, merit. Evocative symbols, whether

RCMP Corporal Neil McLeod, Jasper, 1948

Photographer: Harry Rowed

Neil McLeod fonds

Provincial Archives of Alberta, PR1999.777/19

object, image, or story, have much to say about a people's view of the past and of themselves. Preservation of such resources is, in essence, preservation of society's self-definition.

- Neil McLeod was a member of the Royal Canadian Mounted Police. While posted in Jasper in the 1940s, Harry Rowed immortalized McLeod in a photograph on horseback. The photograph became the archetypal image of the Canadian Mountie, and contributing factor in creating the myth of the Mountie. It was used as a national symbol on postcards, brochures and other Canadian promotional material. These promotional materials are preserved in his fonds at the Provincial Archives of Alberta.
- The Women's Buffalo Jump Provincial Historic Resource was partly excavated in 1958–59 and was key for defining culture change in that period. The widely published results of the investigation form the basis for the definition of the Old Women's Phase, the likely cultural manifestation of the prehistoric Blackfoot peoples. The site is thus of great scientific merit. However, the site is also of great value in Blackfoot oral tradition. Here, the culture hero Napi established the cohabitation of men and women. Prior to that event, men and women had lived separately. Napi led the men to the Women's Buffalo Jump, and persuaded the women that there would be advantages to living together; the men could hunt and the women could undertake domestic duties. All agreed that this would be good, and the women chose their partners. The story thus explains the origin of the institution of marriage and firmly anchors this event to a place on the landscape. The link between site, landscape, and oral tradition makes this place of special significance to the Blackfoot peoples.
- As part of the Canadian Pacific Railway (CPR) irrigation projects, the Brooks Aqueduct is a major component in the story of irrigation in the drylands of southern Alberta. Built between 1912 and 1914, the Aqueduct required 25,000 cubic yards of concrete and 2,000 tonnes



Brooks Aqueduct, 1979

Designation File, Site Data Form
Alberta Community Development

of steel. Architecturally it is one of the largest aqueducts of its kind in the world. The imagery of the aqueduct striding across the flat prairie symbolizes the efforts of the CPR to make arable 1.2 million acres between the Bow and Red Deer rivers. The Brooks Aqueduct was declared a Provincial Historic Resource on July 20, 2000.

- The image of a Mountie on his horse has become the quintessentially Canadian symbol. The preservation of the Neil McLeod fonds provides context for the development of this significant imagery. The Women's Buffalo Jump provides a physical anchor for the development of marriage as told in Blackfoot oral tradition. The Brooks Aqueduct symbolizes the development of—and hope for—irrigation agriculture in Alberta. It is important to preserve these resources which evoke, in a symbolic manner, a symbolic past.



Michener House, Lacombe, 1975
Provincial Heritage Survey, R8F-24-M
Alberta Community Development

3. Protect and preserve resources primarily significant for their historical and cultural associations

A building does not need to have architectural distinction, or to have been built by a great craftsman, to have significance. This principle argues heritage resources should be defined most clearly by what it is that makes them significant. If an artifact is significant for its historical association, for example, it does not lose that significance because it has a scratch, or is faded, or forms part of an incomplete set, or for exhibiting any number of similar conditions. Significance can emerge from any of a heritage resource's characteristics, qualities, or values.

On June 28, 1977 the Roland Michener House was designated a Provincial Historic Resource. Built in 1894–95, the building served as the



Monkman Homestead, Cutbank Lake, 2000
Designation File, Site Evaluation Review
Alberta Community Development

Methodist Church parsonage in Lacombe for almost thirty years. From about 1922 to the late 1930s the building was used as the St. Andrew's United Church Hall. It then became a private residence. The house itself is a modest frame structure typical of urban residences at the turn of the 20th century.

In 1897, Edward Michener became the second Methodist minister in Lacombe. Mary Edith (Roland) Michener gave birth to Roland in this house on April 19, 1900. Roland spent the first six weeks of his life here before Reverend Michener and his wife moved their family to Red Deer so that the Reverend might pursue a career in business and politics. The site was designated because Roland became the Right Honourable Roland Michener, Governor General of Canada from 1963 to 1973, not because of consideration of the site's architectural or structural significance.

The Monkman Homestead was established in 1902 by Alex Monkman and Annie (Tate) Monkman at Cutbank Lake just north of Lake Saska-

toon. All the buildings associated with the homestead can be described as North American vernacular structures. This common and simple style, along with their size and quality of construction, suggests that they were hastily built from the materials and tools readily available, to suit the immediate needs of habitation and farming.

The historical significance of the Monkman Homestead lies in its representation of the homestead experience in the Peace River country, the last major region in North America to be homesteaded. His 1906 house is one of the two oldest buildings in the south Peace River country and the 1916 barn is one of the earliest, if not the earliest, in the district. Along with the machine shed, granary, and outhouse, the homestead stands as a strong representation of the pioneer spirit of the district and of the time. It was for these reasons that the Monkman Homestead was declared a Provincial Historic Resource on October 19, 2001.

- Standoff Whiskey Post was built in 1871 at the junction of the Belly and Waterton rivers. A group of American traders, including “Dutch” Fred Walker and John “Liver-Eating” Johnson, left Fort Benton with a load of whiskey intent on trading it for buffalo robes. A U.S. Marshal learned of their plans and pursued the men to the Milk River where he ordered them to return to Fort Benton. They refused, and named their fort to commemorate their standing off the Marshal. There is a strong historical argument that the activities of various whiskey traders contributed to the formation of the North-West Mounted Police, and to the NWMP being sent west. The Police would curb the violent activity of the traders, and bring a Canadian presence to the west.

There are no standing structures at Standoff. While the site has archaeological potential, this was not the reason for its becoming a Provincial Historic Resource. The site’s overwhelming cultural significance as a contributing factor in the extension of Canadian sovereignty to the west is enough to warrant its preservation.

- The three examples clearly show that historical significance need not be tied to exceptional resources: any resource may serve to evoke an histori-

cally significant event, movement, or person, for example. The ordinary Roland Michener House provides a venue to celebrate the achievements of a famous Albertan. The Monkman Homestead symbolizes homesteading through the preservation of the representative farmstead. The Stand-off Whiskey Post site and associated archaeological remains represent a cultural association with the development of the North-West Mounted Police, and the extension of Canadian sovereignty to the west, even though no standing structures remain.

4. *Protect and preserve resources primarily significant for their technical or material associations*

This principle recognizes that some resources are primarily significant because of their ability to illustrate or represent a process, technique, or concept. For example, a resource may show how a technical problem was resolved, be it a link in a series of technical innovations, or be it an example of a lost or obsolete technology. As such, its technical or material aspects may be of such significance that they override any other connections the resource may have and may be sufficient in and of themselves to justify the protection of the resource.

- The Viewegar Family fonds, held in the Provincial Archives of Alberta, is a small but extremely valuable fonds. Of particular note are nine autochromes, taken from 1913–1914 by Hugo Viewegar. He was perhaps the only local photographer to capture Edmonton images with an early colour process, the autochrome, which he had learned from Auguste and Louis Lumière in France. Autochrome photography existed from 1906 to the 1930s. The autochrome is a unique transparency image on glass plate. No negative is produced in this process. Autochrome plates utilized starch grains dyed red, green, and blue. Carbon black was then applied followed by a silver gelatin emulsion. The developed plate revealed a positive colour image with delicate colour qualities. Because of their format, these autochromes exhibit strong intrinsic value as



First Nations Family, Edmonton, 1913–1914

Autochrome

Photographer: Hugo Viewegar

Viewegar Family fonds

Provincial Archives of Alberta PR2000.1304/3

examples of the photographic process. There are no other known autochromes in western Canada. This fact overshadows the importance of the subject matter, and the autochromes are celebrities due exclusively to the rarity of the format.

- Constructed in 1929, the Rutledge Hangar in Calgary provides an example of a structure that was protected in large part due to aspects of its engineering and construction. The most significant feature of the building is its arched roof structure and its series of exterior concrete thrust buttresses. The wood framing and roof decking make up the main elements of the arched structure. The wood members are of dimensioned Douglas fir lumber organized in a diamond-shaped pattern that is referred to as a lamella arch. This is a very economical way to span a large space and makes excellent use of pieces of dimensioned lumber that were readily available, easily transported and easily erected without sophisticated equipment. The result is a rigid arch structure that is very strong for its weight. The Rutledge Hangar was designated a Provincial Historic Resource on May 21, 2003.
- The Reynolds-Alberta Museum collection contains a 1913 Chevrolet Classic Six Series C car. This particular car is the oldest known Chevrolet production car in existence. It is thought that the car was built in Detroit, not Flint, by the Chevrolet Motor Company. The car is not in original condition: previous owners have made changes to it. These alterations, however, do not affect its historical significance as a technological milestone because of its production history. In this case, the vehicle's production significance outweighs the fact that the car has been altered, and it was collected for this reason.

⦿ Here, the examples may have additional historic merit, but it is the technical or material associations that are of consequence. Both the autochromes and the lamella arch are of note primarily for the technological history they represent. In this principle, the historic value of the images preserved in the autochromes, or the aviation history associated with the Rutledge Hangar,



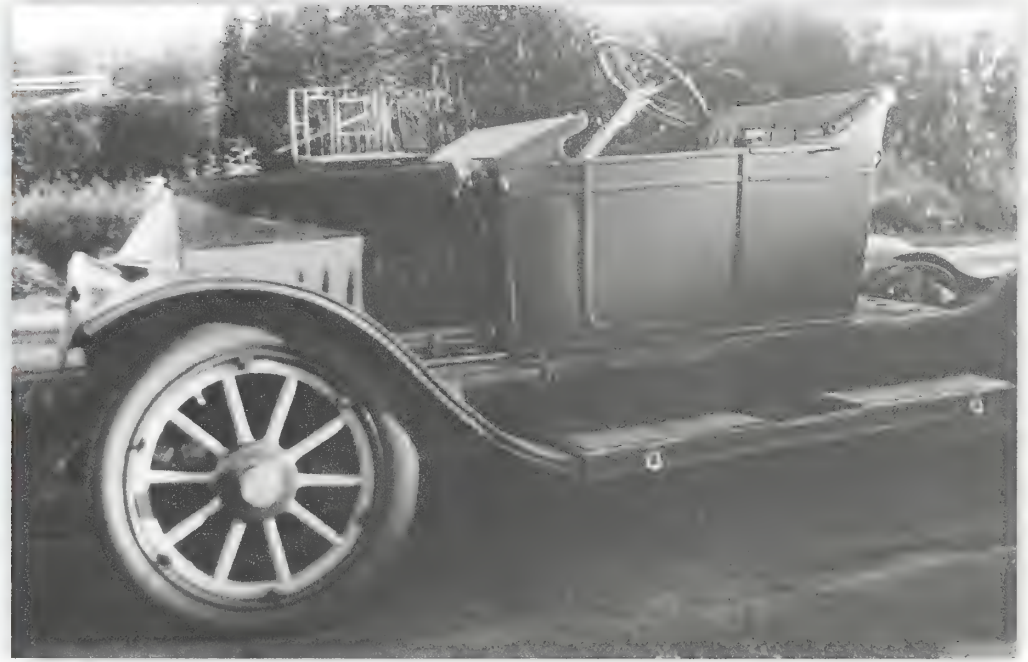
Detail of Rutledge Hangar's lamella arch showing the diamond-shaped structural framing to which the roof sheathing is attached.

Heritage Resource Management Branch

are secondary to the technological significance represented by the resource. Like the 1913 Chevrolet, preservation of technological developments can be celebrated even when the resource is not in original condition. No modification can change the car's merit as being representative of the new production line technology.

○ **5. *Protect and preserve resources with community significance where they help illuminate larger themes***

Resources significant within a given community, whether that community is defined by geography, ethnicity, gender or any other criteria, often prove



1913 Chevrolet Classic Six Series C

Edmonton, ca. 1942

Reynolds-Alberta Museum, Accession Files

valuable in a more general way. By highlighting the experience of a specific group, these resources can bring an issue into sharp focus and give perspective to the wider picture. This principle affirms that while a resource may appear to be of interest to a narrow segment of the population, it can still be significant to the province as a whole.

- The Ukrainian Canadian Archives and Museum of Alberta (UCAMA) was founded in 1972 by 11 prominent professional and business members of the Ukrainian community in Edmonton for the preservation of the history and culture of Canadians of Ukrainian heritage. For three decades, UCAMA has welcomed visitors to share in these achievements by exploring its collection and exhibits of historical arti-

Учітєся, браті мої!
Думайте, читайте!
І чужо́му навча́йтесь,
Свогó не цура́йтесь!

Excerpt from the poem “My Friendly Epistle”, by Taras Shevchenko:

“Gain knowledge, brothers! Think and read, And to your neighbour’s
gifts pay heed, — Yet do not thus neglect your own:”

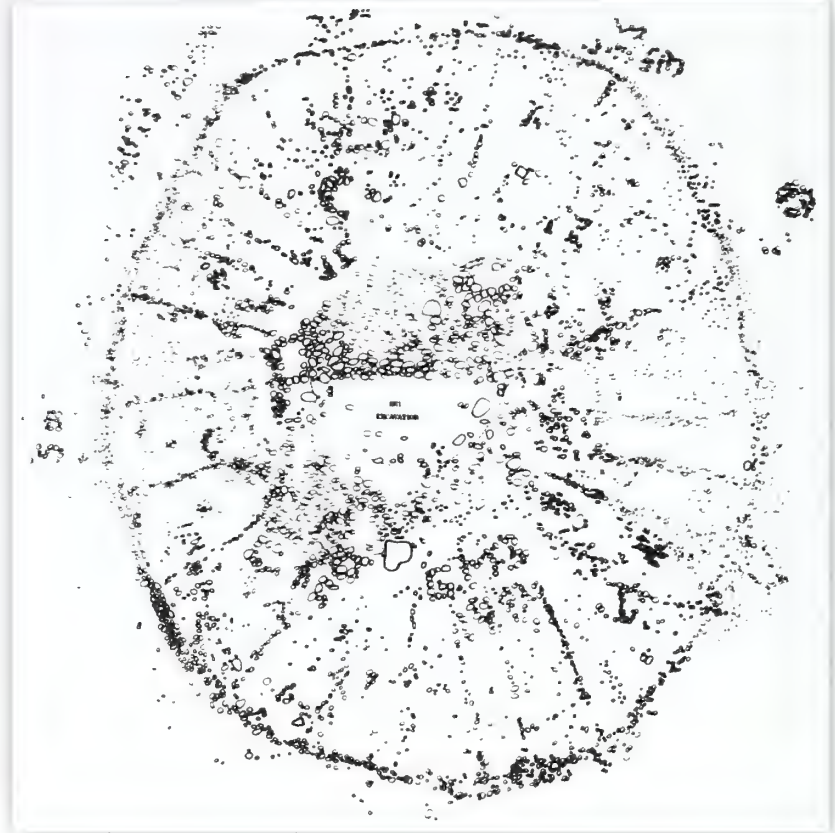
Translated by Andrusyshen and Kirkconnell, 2000

Ewach & Yuzyk 1960: 18.

facts, archival documents and photographs, and extensive library of over 40,000 volumes.

The turn of the twentieth century witnessed the first in a series of large-scale emigration waves from Ukraine to the Canadian west. These waves are usually portrayed as agrarian in nature. However, significant numbers of immigrants sought out urban centres such as Edmonton for their new homes. UCAMA represents a unique resource through its decision to represent the history of these urban dwellers as its principal interpretive mandate.

Development of the Majorville Cairn and Medicine Wheel began when a moderate cairn was constructed perhaps 4,000 years ago. Subsequent millennia saw this develop into a major religious monument containing a large central cairn connected by cobble spokes to a surrounding cobble circle some 29 m in diameter. Materials within the cairn include ceremonial objects such as *iniskim*, bird beaks, claws and other items painted with red ochre that attest to the ritual use of this ceremonial structure. Offerings are still left at this site by Aboriginal peoples.



Majorville Cairn and Medicine Wheel

Redrawn from Calder 1977: 218 (Fig. 2)

Royal Alberta Museum 15-F-238

Majorville Cairn and Medicine Wheel has been a sacred locale on the landscape for at least 4,000 years; few monuments anywhere in the world can boast such a long continuity of use. Further, it represents a religious tradition or traditions held by nomadic hunters and gatherers who expressed their sacred architecture in boulder monuments. This site illuminates large themes related to the sacred, ritual, and devotional architecture common to all Alberta communities.

- The Reynolds-Alberta Museum collection contains numerous examples of the ingenuity and resourcefulness of the farming community in response to changing conditions. The collection includes, for example, machinery developed for specific Alberta conditions, and machinery adapted by the user perhaps because of certain physical conditions or economic necessity. A homebuilt wire weeder, thought to have been made around 1928, was a response to the twin problems of killing weeds through cultivation while still practicing soil conservation. A homemade swather from the 1950s has a car transmission and differential, a Chrysler industrial engine, and various parts from the farm shop, shed, and yard. Ingenuity, resourcefulness, and response to local conditions are constant components in the general history of agriculture in Alberta.

☉ The examples clearly indicate how preservation of community resources can illuminate larger themes. UCAMA celebrates urban immigration history that is of specific importance to Albertans of Ukrainian heritage, but the generalities of the experience are applicable to Canadians of other ethnic backgrounds. The Majorville Cairn and Medicine Wheel illustrates the importance of sacred architecture, a theme common to many religions. The Reynolds-Alberta Museum collections speak to ingenuity, economic necessity, and adaptation to local conditions. These examples, although focused on the agricultural experience, illustrate the same qualities of determination and ingenuity Albertans have brought to other problems.

○ **6. *Protect and preserve resources that represent the full diversity of our historical experience***

Alberta's history has taken place in tipi camps and coal mines, in factories and warehouses, in boarding houses and markets, in bars and restaurants and laundries, in fishing camps and churches, and on homesteads, street corners, park benches, and squares. According to this principle, Alberta's officially designated sites, archival holdings, and museum collections should include materials representative of the full diversity of historical experience.



Alberta Wheat Pool Elevator, Scandia, 1990

Photo Report, Alberta Wheat Pool Elevator, Scandia, Neg. #90-R68-4
Alberta Community Development

This principle argues that the historical experience is complicated, vibrant, contentious, and cannot be represented by the experience of one group alone. Both the savoury and unsavoury aspects should be remembered. Communities have set against each other, and against themselves. Commercial transactions have taken place at cash registers, and in back alleys. Heritage resources that contain this variety of experience must be preserved.

- Common buildings contribute in a major way to the historical definition of the landscape. Thousands of grain elevators were once scattered across the Canadian prairies. By the turn of the twenty-first century, however, these prairie icons came under increased pressure. Viewed as obsolete in terms of modern agri-business, with limited adaptive reuse potential, and seen as a liability by their owners, grain elevators were being demolished at an alarming rate in Alberta and the other prairie provinces.



Embroidered pillowcase made from a flour sack, ca 1914
Private Collection

Responding to this threat, in 2002 Alberta Community Development undertook an exhaustive survey of Alberta's remaining traditional wooden grain elevators constructed between 1905 and 1970. The survey documented the diversity of elevator types and their relative significance. The number of designated elevators in Alberta has more than doubled since the report was completed.

Material culture collections, whether ordinary or transformed to the extraordinary, reflect the full diversity of historical experience. Fort Victoria Provincial Historic Resource was a small Hudson's Bay Company fur trade establishment, a mere outpost of Fort Edmonton.

Excavations at the site resulted in a collection of artifacts of ordinary mid-nineteenth century life in Alberta. Buttons and buckles, stove parts and plates, strike-a-lights and pipes—all illuminate daily life at Fort Victoria. However, collections of material culture may also reveal ingenious reuse of ordinary materials: flour sacks transformed into aprons and underwear, washbasins reused as hubcaps on farm machinery, musket barrels turned into fleshers, or thimbles and cartridge cases turned into tinklers on dresses. The use and reuse of material culture, reflected in archaeological provenience and artifact collections, reveals a past unsuspected from simple trade good lists or department store inventories.

☉ This principle encourages diversity and acknowledges that history happens in great buildings and institutions, but also in the homes of working people, in barrooms, and on lonely canoe routes. Ordinary people, ordinary lives, have also left footprints and whispers of the past. Common industrial buildings evoke the development of the agricultural economy. Material culture collections show the contributions of everyday life to the historic past.

○ ***7. Seek to the greatest extent possible to protect and preserve historic resources in their entirety***

The scrap of wood that is reverently enshrined in a reliquary is understood to be but a tiny fragment of something larger, now long gone. Its purpose is to inspire. If our historic resources are to inform as well as inspire, we must make them whole enough to contain the event in imagination. An archivist receiving the diaries and photographs of a famous photographer would not preserve the photographs but discard the diaries; the latter are needed to provide context for the former. An archaeologist would not curate the artifacts but discard the site plan and records of the excavation. A planner would not designate one room in a house. Indeed, contexts beyond the boundaries of a resource should, as much as practical, be preserved. The streetscape in old Fort Macleod, or the landscape around Majorville Medicine Wheel, provides

a cultural or environmental framework that greatly enhances the value of those designated resources. In a similar fashion, many resources should be understood to have had their own peculiar history that needs to be respected. A building, for instance, may have experienced a number of alterations during its hundred-year history. In some instances, it might not be appropriate to “freeze frame” the structure to a single point in time. Such an action might result in the demolition of portions of the building that have come to have significance in their own right. These features may be of heritage value and also merit protection.

- The Imperial Order Daughters of the Empire (IODE) was founded in Montreal, Quebec, on February 13, 1900, in response to the increased fervour of British imperial loyalty following the Boer War. Originally named the Daughters of the Empire Federation, it was incorporated as the Imperial Order Daughters of the Empire in 1901. The IODE has chapters in every province of Canada. The organization has three key areas of work: citizenship, education and services. The fonds held at the Provincial Archives of Alberta is comprised of by-laws, minutes, reports, financial records, pamphlets, photographs, conference agendas, scrapbooks, newsletters, newspaper clippings and correspondence from various chapters in Alberta. The breadth of the collection greatly enhances its historical value.
- The Andreas Michelsen Farmstead in Stirling, designated a Provincial Historic Resource on November 15, 2001, provides an excellent example of the value of inclusiveness in preservation. Established in 1902, the Michelsen Farmstead is a typical Mormon farmstead and represents the larger Mormon settlement pattern found in southern Alberta and parts of the American west. The Farmstead is part of Sterling Agricultural Village, a National Historic Site. Stirling Agricultural Village has been recognized as the best example of the distinctive settlement pattern associated with Mormon settlement areas in the dry-land farming district in southern Alberta.



Imperial Order Daughters of the Empire Banquet Edmonton, 1946

Photographer: Alfred Blyth

Alfred Blyth fonds, Provincial Archives of Alberta, BL1130

The designation order specifically addresses the farmhouse, coal shed, barn, granary, calving shed, machine shed, corrals and pens, dugout, storage cellar, landscape elements (gardens and trees), cistern and filter, and outhouse. The designation then seeks to preserve not only the land and the farmhouse as is more frequently the case, but the entire built complex of the farmstead, thereby providing a more complete and realistic picture of the social and economic operation of the farmstead unit.



Andreas Michelsen Residence, Stirling, 1981

Photo Report, Andreas Michelsen Residence, Stirling, Neg. # 97-R30-17
Alberta Community Development

The Red and White Store in Radway closed in the 1950s, leaving its entire stock of 1,538 pieces on the shelves. The Royal Alberta Museum acquired this merchandise in 1983 on behalf of the Ukrainian Cultural Heritage Village. The collection consists of men's, women's, and children's clothing, including underwear, socks, shoes, dresses, shirts and pants as well as miscellaneous pieces such as calendars and balls of yarn. All of the merchandise dates from the 1920s to the early 1950s. The merchandise is of particular interest because it came with all its original packaging, labeling and price tags. The interior of the store was photographed while the stock was being packed. This unusual collection offers a rare comprehensive view of rural clothing in Alberta in the mid-twentieth century.



Women's Shoes

Radway Red and White Store Collection
Royal Alberta Museum, H83.36

What is a shoe without a shoebox? A barn without a farm? Time and circumstance ultimately leave us with only remnants from the past. When chance presents complex and complete resources, preservation efforts should ensure that such resources are protected in their entirety. Preserving just the cover of a book is as shortsighted as preserving the farmhouse but not the privy. Preserving the bylaws of the IODE but not one of their wartime knitting instruction booklets makes for an incomplete record.

8. Protect and preserve groups of thematically related resources that convey the many facets of a historical theme or community

Two resources often tell more than twice the story of one. Much is gained by protecting resources that relate to each other in some way. Such relationships may be conceptually complicated; proximity, typology, or usage, for example, could relate resources in a variety of ways. The basic premise is that

more can be learned from an assemblage of related resources than from an isolated resource, no matter how extraordinary that one might be. This principle holds true regardless of whether it is buildings, documents or objects that are being considered.

- Notre Dame des Victoires was founded on the shores of Lac La Biche in 1855 by two Oblate missionaries. The Convent was built in the early 1870s and became the home of the Grey Nuns, who operated the province's first residential school in this building. The Lac La Biche Mission Convent was first designated a Provincial Historic Resource on September 27, 1985.

Subsequently, on September 1, 1987, the designation was expanded to include the church, rectory, and washhouse dating from various periods from the 1870s to the 1920s. The archaeological remains of the designated area include sheds, storehouses, and granaries.

The designated area was expanded a third time on May 24, 2003 to include the grist/sawmill archaeological site. The grist mill was originally constructed in 1862 to grind wheat raised by the mission and was expanded to include a sawmill in 1871 to meet the growing need for lumber for the construction of new buildings for the mission complex.

These expanded designations do far more to fully express the complexity of the site than did the original designation of the convent alone. The mission complex is more fully interpreted over time, rather than preservation efforts being narrowly focused on a single structure or a specific period.

- The Ernest Brown fonds, held at the Provincial Archives of Alberta, contains some of the most valuable early photographic records of the Edmonton area. Although the fonds contains photographs taken by Ernest Brown, these actually comprise the smallest portion of the fonds. The value lies more significantly in the fact that Ernest Brown acquired photographs taken by other early photographers, including William Hanson Boorne, Ernest G. May, Charles Mathers, Gladys Reeves, and



Lac La Biche Mission Convent, 1984

Lac La Biche Mission Advisory Services Photos 1985–1989, Cat. # R55M
Alberta Community Development

August Frasch. These photographers' work number some 50,000 negatives covering the late 19th century to the mid 20th century. The photographs record many subjects in the development of Edmonton and area.

Another important contribution by Ernest Brown was his interest in educating the public about local history. In 1933, Brown established the Pioneer Days Museum in Edmonton, which operated until 1939. The principal aim of the museum was to educate children and teachers about the pioneer heritage of Alberta. Brown wrote many articles to document the historic photographs that were used as exhibits. Working with Gladys Reeves, they also developed the "Birth of the West" photographic history series, used as the basis for illustrated lectures given to schoolchildren. These materials are included in the fonds.



Ernest Brown at his desk, Edmonton, 1947

Photographer: E. Brown

Ernest Brown fonds, Provincial Archives of Alberta, B4233

Many artifacts from the Ernest Brown collection, such as cameras, are preserved in the Royal Alberta Museum. In addition, the Ernest Brown Block, a 1911 commercial building in Edmonton, has been designated as a Municipal Historic Resource. These related materials, enhanced by their diversity, are particularly powerful in illustrating Alberta history.

Medalta Potteries began production in 1913 under the name of Medicine Hat Potteries. In the 1920s Medalta was the major producer of

stoneware in Canada. During the 1940s, the company cornered the market in semi-porcelain hotel ware as well.

The Royal Alberta Museum holds over 2,000 pieces of Medalta pottery, including the acquisition of the Norman Carlson collection of 1,497 pieces, making it one of the major repositories of Medalta ware in Canada. Glenbow Museum has a collection as well. The Glenbow Archives holds the Medalta Potteries fonds that contains 220 photographs; scale drawings of the dishes; stock registers; production, plant and price lists; catalogues; and promotional literature. Archaeological investigations have yielded further collections and data that are held by the Royal Alberta Museum. As well, because Medalta is one of the oldest ceramics plants still standing, six factory buildings and four beehive kilns were designated Provincial Historic Resources between 1976 and 1996.

This group of thematically related resources, buildings, artifacts, and archival materials conveys the many facets of this historical resource.

These examples show that collections can be formed in many ways. Their components may be related by physical proximity, as at the Lac La Biche Mission and Medalta sites. They may be grouped because of one creator: Ernest Brown, for example, acquired the photographic works of other photographers. The fact that museum artifacts have also been preserved, and that the building has been designated, adds to the strength of the collection. Other examples, such as millinery shops or warehouses, might be grouped by type. Varying perspectives in envisioning the parameters of collections help to preserve a holistic view of the past.

9. Assemble and preserve materials necessary for the study and interpretation of historic resources

This principle for preservation provides the necessary tools and skills for the study and interpretation of historic resources. Although such materials are frequently thought of in terms of library collections, technical papers, topical

studies and so forth, these written resources are not the only materials that may be applied to such endeavours. The examples cited below are intended to expand our conceptions of what may constitute such materials.

- As technologies change, materials created using those technologies can be rendered obsolete. Sound recordings and films, for example, must be read using the kinds of equipment for which they were created. Therefore, obsolete equipment for reading these materials and transferring them to new formats for preservation should be acquired by the preserving institution. The Provincial Archives of Alberta leads archives in western Canada in acquiring and maintaining a collection of this equipment so it can continue to preserve and make publicly available the audiovisual resources in its care.
- All preservation activities are grounded in knowledge. Creating, acquiring, and preserving a variety of research materials is essential not only for the information they contain on their particular topics, but for their value in a broader comparative context. Narrative histories, study collections and archaeological assemblages fall into this category. The study done on the Buffalo Lake Métis Community, for example, tells us not only about that community, but provides comparative context and information on life on the prairie at that time. The Royal Alberta Museum holds over 300 pieces of Alta Glass, an art glass manufactured in Medicine Hat between 1949 and 1982. The glass was sold through the Eaton's Catalogue, and the Museum's collection contains examples of most of the catalogue pieces. This fine study collection is revealing, for example, of manufacturing methods, and of styles and trends, but also acts as a base for comparison with other glass manufactures in this time period. Material culture assemblages are significant in this way as well. Archaeological investigations at the Pollard Brickyard and Bedard's Tannery in Edmonton's river valley, or at Waterhole townsite in northern Alberta, collect material remains that can provide detailed information for particular or comparative purposes.



Lidded crock manufactured by the Friends of Medalta from an original mold
Private Collection

- The management and preservation of type collections creates research tools indispensable to historical understanding and interpretation. The identification of fragmented animal bones from archaeological sites is dependent upon access to a type collection of known specimens. The Royal Alberta Museum maintains a faunal collection representing

the complete skeletons of 247 species of birds, mammals, fish, amphibians and reptiles, which were assembled through intensive collection over a five-year period. Identification of fragmented archaeological recoveries through comparison to this type collection permits reconstruction of subsistence behaviour in the past.

Seeds can be an important source of historical information. For example, 9,000 year-old seeds from the Fletcher Archaeological Site Provincial Historic Resource helped to document the vegetation, and suggest the climate of that ancient time. Changes in seeds deposited in wetlands may reflect agricultural clearing or the spread of introduced weeds. Identification of seeds from historical contexts requires a type or key collection of known specimens. The seed collection at the Royal Alberta Museum, assembled over a 20-year period, contains over 2,000 known taxa of native and exotic species.

Assembling knowledge, whether in document collections, material culture collections, or research reports is so vital to understanding the past that *Master Plan 2005* includes it as a principle of preservation. Without such knowledge resources, it is impossible to give historic resources interpretive value, or to place them in context.

10. Enhance the promotion of appreciation of heritage protection and preservation through increased public accessibility to educational resources

Heritage preservation is a significant aspect of a society's existence, and benefits from the varied participation of an informed and interested public. Promoting the appreciation of heritage preservation takes many forms, and can lead to a strengthened preservation ethic. School programs run by heritage facilities, roadside heritage signs, and displays in interpretive centres and museums all reach wide audiences. Access to databases, published research, and

improved availability of archival resources, for example, enhance preservation efforts. By engaging many audiences in heritage activities, the appreciation for Alberta's heritage will be increased. Everything from university lectures to sleep-overs at the Royal Alberta Museum, and from the Provincial Archives' film night to the virtual museum, has the potential to bring new audiences to the work of heritage preservation, and to convince them of its importance.

- The University of Calgary, in conjunction with Alberta Community Development, has developed a Historical Resources Intern Program, leading to a certificate in Historic Resource Management. The program provides courses in heritage resource management, heritage resource management interpretation, cultural tourism/ecotourism, heritage area planning, building conservation, material culture, and curatorship. The development of skill sets, whether they are in material conservation or interpretation, forms a part of the materials necessary for the study and interpretation of historic resources.
- The federal and provincial governments have co-operated to develop the Canadian Register of Historic Places (CRHP).⁷ The register is a searchable database on the CRHP's website. It describes historic places formally recognized by local, provincial or territorial governments, or by the federal government. The principal purposes of the CRHP are to identify, promote and celebrate historic places, and to support Canadian heritage and conservation programs. The register will enhance understanding of our cultural heritage by providing a comprehensive view of Canada's historic places.
- Preservation of heritage helps to define a society's understanding of what it is and how it came to be. Awareness of its heritage can provide strength, and understanding, to a nation. Education is one key to ensuring that heritage continues to play a strong role in the life of Alberta.

Notes

- 1 An artifact is defined here as any product of human workmanship. As such, archival documents not normally classified as artifacts will be so defined for the purpose of the *Master Plan*.
- 2 “A collection is an artificial accumulation of resources brought together on the basis of some common characteristic” (Planning Committee on Descriptive Standards 2003: D-3).
- 3 As quoted in Master Plan: For the Protection and Development of Prehistoric and Historic Resources within Alberta (Alberta Culture 1980: 55).
- 4 “Fonds is an archival term referring to the whole of the documents, regardless of form or medium, automatically and organically created and/or accumulated and used by a particular individual, family or corporate body in the course of that creator’s activities or functions” (Planning Committee on Descriptive Standards 2003: D-5).
- 5 For a fuller discussion of the qualitative research model see: John Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Traditions* (Thousand Oaks, California: Sage Publications, 1998); and Catherine Marshall and Gretchen B. Rossman, *Designing Qualitative Research* (Thousand Oaks, California: Sage Publications, 1999).
- 6 The Principles for Preservation are based on those found in *History Happened Here. A Plan for Saving New York’s Historically and Culturally Significant Sites* (Unpublished manuscript, The Municipal Art Society of New York, New York, 1986), 38–44.
- 7 All Alberta entries on the CHRP must be protected. This usually means designation by the provincial or municipal level of government. Five criteria of significance have been developed to aid in determining whether a resource is eligible for designation in Alberta. A resource must be significant in at least one of the following areas:
 - A) **Theme / Activity / Cultural Practice / Event** Resources directly associated with themes, activities or events that have made a significant contribution to the broad pattern of our history.
 - B) **Institution / Person** Resources directly associated with significant institutions or with the lives of significant persons in our past.



St. Peter & St. Paul Russo Greek Orthodox Church

Dickiebusch, 1994

Photo Report, St. Peter & St. Paul Russo Greek Orthodox Church, Neg. # 94R075-23A
Alberta Community Development

- C) **Design / Style / Construction** Resources embodying the distinctive characteristics of a type, style, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that present a significant and distinguishable entity, the components of which may lack individual distinction.
- D) **Information Potential** Resources that have yielded, or may be likely to yield, information important in history, prehistory, or natural history.
- E) **Landmark / Symbolic Value** Resources that are particularly prominent, or conspicuous, and that have acquired special visual, sentimental or symbolic value that transcends their function. Landmarks contribute to the distinctive character of the province or region of the province.

The principles of preservation provide the theoretical underpinnings for these criteria, and *Master Plan 2005* provides a context for their application.

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A THEMATIC APPROACH

PART III





A Thematic Approach

The Thematic Approach is divided into three explanatory sections: **Anatomy of the Thematic Framework**, **Resource Slotting**, and **Research: Creating Knowledge**. The thematic framework is a tool from which a plan for the identification, protection, preservation, and interpretation of a given collection of resources may be developed. That body of resources may be defined by the end user on geopolitical parameters such as a province, municipality, or community; by thematic or topical content; by time period; or any other parameter which the user may define as helpful in his/her understanding of a research topic. It provides a manner in which to sort and characterize the raw data.

Anatomy of the Thematic Framework

The thematic framework may best be thought of as an outline of Alberta history. The outline is divided into four increasingly more specific levels. The broadest or most general division of the outline is the theme. The theme is defined as a body of closely related information, which shows a greater affiliation to itself than to any other similar body of information or theme. There are eighteen themes in the thematic framework.

Theme 1. **Prehistoric Alberta**

Theme 2. **Fur Trade**

Theme 3. **Aboriginal Life**

Theme 4. **Resource Development**

Theme 5. **Transportation**

Theme 6. **Agricultural Development**

Theme 7. **Urban Development**

Theme 8. **Politics and Government**

Theme 9. **Health**

Theme 10. **Work and Leisure**

Theme 11. **Spiritual Life**

Theme 12. **Business and Industry**

Theme 13. **Law Enforcement**Theme 14. **Military**Theme 15. **Education**Theme 16. **Sports**Theme 17. **Intellectual Life**Theme 18. **The Face of Alberta**

The thematic framework emphasizes the social aspects of the historical experience. This theme structure allows for a flexible view of history, albeit at the cost of some simplicity. Cross-referencing is used within the framework and some aspects of history could arguably be found under a variety of levels within the structure. This approach allows for a degree of interpretation on the part of the user. The framework allows additional information to be inserted at any level, including new themes, should topical studies prove the thematic framework to be inadequate to a given task. Lists at the element level have been avoided in favour of concepts or categories of experience as this provides a broader and more flexible approach to the past.

Theme: The first level of the framework is the *theme* level. There are 18 themes in the thematic framework. The themes are the most general topic divisions. The fur trade theme will serve as a model for explaining the framework.

Theme 2: Fur Trade

Sub-Theme: The second level of the framework is the *sub-theme* level. These support the development of the main theme but lack sufficient generality to be themes themselves. Cross-references are first used at the sub-theme level, indicating that related information can be found in another theme. The fur trade theme is divided into two sub-themes, 2.A. and 2.B.:

Theme 2. Fur Trade

2.A. **The Trade to 1870**

2.B. **The Trade in the Industrial Age (1871–1955)**

Component: The third level of the framework is the *component* level. Here greater detail is supplied to the sub-themes. The two sub-themes in the fur trade theme are divided into 10 components:

Theme 2. Fur Trade

2.A. The Trade to 1870

2.A.1. **Indirect European Contact**

2.A.2. **Direct European Contact**

2.A.3. **Aboriginal Alliance Systems**

2.A.4. **The Companies**

2.A.5. **The Labour Force**

2.A.6. **The Post Community**

2.A.7. **The End of an Era**

2.B. The Trade in the Industrial Age (1871–1955)

2.B.1. **The Trade to 1918**

2.B.2. **The Fur Business After the Great War**

2.B.3. **Fur Farming**

Element: The fourth level of the framework is the *element* level. The elements form the finest degree of refinement of the framework. The fur trade theme is comprised of 77 elements. The component 2.B.1. The Trade to 1918, alone has 10 elements.

2.B. The Trade in the Industrial Age (1871–1955)

2.B.1. The Trade to 1918

2.B.1.a. **The Companies**

2.B.1.b. **Operations**

2.B.1.c. **The Posts**

2.B.1.d. **Labour**

2.B.1.e. **Independents**

2.B.1.f. **Political Parameters**

2.B.1.g. **Markets**

2.B.1.h. **The Treaties**

2.B.1.i. **Daily Life**

2.B.1.j. **Social History**

Sub-Element: Although, in the interest of practicality, the element is the most detailed level recognized within *Master Plan 2005*, it is possible to create a *sub-element* level of the thematic structure to tailor the framework's usefulness to a specific requirement. For example, a researcher particularly

interested in treaties, or an archive with large holdings relating to treaties, might wish to expand the element of treaties as follows:

- 2.B.1.h. The Treaties
 - 2.B.1.h.i. Treaty 6**
 - 2.B.1.h.ii. Treaty 7**
 - 2.B.1.h.iii. Treaty 8**

Similarly, a researcher interested in formal architectural styles could develop a series of sub-elements based on style by expanding 7.B.5.h. Exemplary Structures as follows:

- 7.B.5.h. Exemplary Structures
 - 7.B.5.h.i. Queen Anne**
 - 7.B.5.h.ii. California Bungalow**
 - 7.B.5.h.iii. Victorian**
 - 7.B.5.h.iv. Etc.**

The thematic framework of *Master Plan 2005* provides an easily understandable way to approach the history of Alberta that takes into account the diversity of approaches of inquiry and the variety of resources covered by the *Plan*.

Resource Slotting

It is at the element level that individual **resources** are most commonly slotted against the thematic framework as it is illustrated here. However, it may be desirable in some instances to slot the resource at a higher level. There are two considerations that should be kept in mind. The first is that the thematic framework is a tool to be used to assist you, not to constrain you. As such it may need to be manipulated for specific projects from time to time. The second is that the resource should be slotted at the lowest appropriate level that is practical, as shown in bold italics in the following example.

Theme 2. Fur Trade

2.B. The Trade in the Industrial Age (1871–1955)

2.B.1. The Trade to 1918

- 2.B.1.a. The Companies
- 2.B.1.b. Operations

Fort Chipewyan, IcOs-3, Archaeological Collection (RAM)

2.B.1.c. The Posts

Factor's House (Dunvegan), M.D. of Fairview No. 136 (PHR)

Old Bay House, Fort Vermilion (RHR)

2.B.1.d. Labour

H.B.C. Log Cabin (Hunt House), Calgary (PHR)

2.B.1.e. Independents

Pierre Grey's Trading Post, M.D. of Greenview No. 6 (RHR)

2.B.1.f. Political Parameters

2.B.1.g. Markets

Fort Victoria, GaPc-6, Archaeological Collection, (RAM)

2.B.1.h. The Treaties

2.B.1.i. Daily Life

Fraser family fonds (PAA)

2.B.1.j. Social History

St. Paul the Apostle Anglican Church, Fort Chipewyan (PHR)

Fort Edmonton V, FjPj-4, Archaeological Collection, (RAM)

Any of these resources could have been slotted in additional elements. For example, the Fraser family fonds includes items not related to the fur trade and the Fort Victoria archaeological collection includes material related to rural life after the fur trade had disappeared in this area. Many structures show multiple use and modification to their fabric through the course of time. It would be futile to attempt to slot these resources under every possible element represented in their complex natures. Instead, the single most important element, as defined by the subject specialist, forms the basis for the slotting. For designated sites, this is usually clearly documented in the statement of significance. For fonds and collections, the major element of significance is also clearly discernable.

An exception to this case for archival records may be some personal fonds, where a person has more than one significant and distinct aspect to their lives. In this case, the fonds is subdivided into series, and may be slotted at the series level. The slotting should indicate, for example:

Jane Doe fonds, Teaching files and other education related materials series;
Jane Doe fonds, Family photographs and correspondence series;
Jane Doe fonds, Marathon training and competition series.

The Thematic Framework can be a useful guide for exploring Alberta's history. It identifies both broad themes (Work and Leisure) and detailed individual topics within those themes (Gendered Differences) that are significant to Alberta's historical experience.

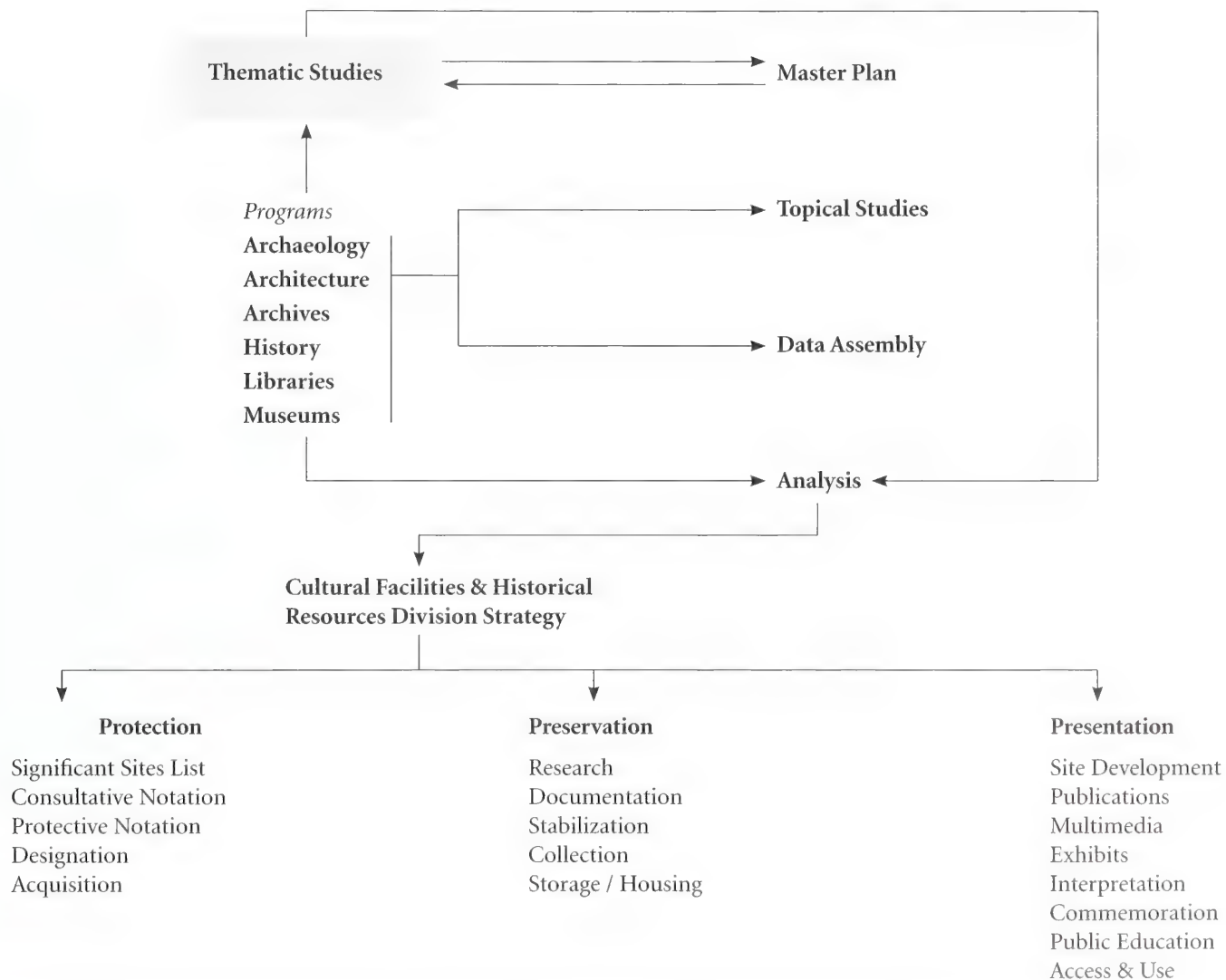
Master Plan 2005 argues that creating knowledge of Alberta's historical experiences is the first step: research is fundamental to any heritage preservation activity. Thematic studies explore whole topics in broad terms and identify significant trends, activities, and experiences in that theme. For example, if you are interested in the history of worship in Alberta or in your area, the Spiritual Life Theme would be a good place to start thinking about the areas of research you might want to do and the approach you might want to take. A good historian, after examining the documentary record and other sources such as oral histories, memoirs, architecture, sacred sites, and material culture, would provide a narrative overview of the history and experience of worship in Alberta.¹ These large studies look at broad topics or themes over a long time period and over a large geographic area. They give you an overview of one particular, broad historical experience, try to identify broad patterns of historical experience, and separate the common from the uncommon.

Narrower studies can be called topical studies, and look at particular aspects of broad themes in greater detail.² With your overview of worship in hand, for example, you may then want to follow one of the topics or experiences identified in the study in greater detail. You define the memorial use of stained glass in churches as a topic of importance, and proceed to undertake a careful and exhaustive study of that one aspect of the broader theme of worship. Topical studies are not necessarily shorter than thematic studies: their greater detail makes them every bit as comprehensive and involved as broader thematic works. Your stained glass study, for example, may have to research materials and techniques, social influences, benefactors and their impulses, emotional responses to events such as World War I, and a myriad of other factors. Where thematic studies shine large banks of lights on a wide area, topical studies use spotlights on much smaller, defined areas.

Good research, good history, has its own rewards. It brings new knowledge to light, synthesizes the historical experience, and can bring a greater understanding of a given phenomena. As part of a heritage resource management process, it brings additional strengths to bear on the questions and activities being considered. It can reveal the ins and outs of community, or topical, or thematic, or any other kind of subject area. It can help identify resources of significance, resources that have been overlooked, parts of a story that have been ignored or misinterpreted, and stories or objects that are relevant and meaningful. It can place objects, or movements, or artifacts, in their historical context. It can challenge myth and bravado, for example, and bring a more accurate, more inclusive, bent to the portrayal of the past.

Figure 2 illustrates the recommended relationship between *Master Plan 2005* and thematic and topical studies as practiced in the Cultural Facilities and Historical Resources Division of Alberta Community Development. Research results are useful at many stages of the heritage resource management process, and are often ends in themselves. They may, though, serve to indicate that additional research is required!

Figure 2 **Thematic Studies within Master Plan 2005 as practiced by the Cultural Facilities and Historical Resources Division**



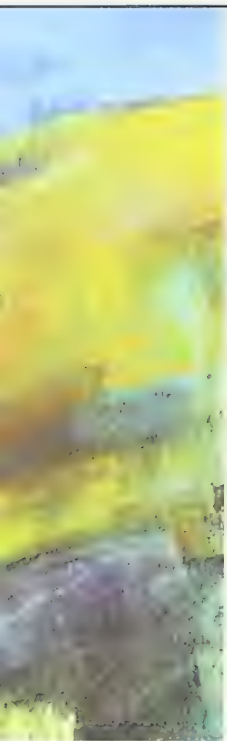
Notes

- 1 Two examples of this type of thematic study are Patricia A. Myers, *Sky Riders: An Illustrated History of Aviation in Alberta 1906–1945* (Saskatoon: Fifth House, 1995); and Donald G. Wetherell and Irene R.A. Kmet, *Homes in Alberta: Building, Trends, and Design* (Edmonton: University of Alberta Press, Alberta Culture and Multiculturalism, Alberta Municipal Affairs, 1991).
- 2 Two examples of topical studies are Sarah Carter, *Lost Harvests: Prairie Indian Reserve Farmers and Government Policy* (Toronto: University of Toronto Press, 1993); and David C. Jones, *Empire of Dust: Settling and Abandoning the Prairie Dry Belt* (Calgary: University of Calgary Press, 2002).

USING MASTER PLAN 2005

PART III





Using *Master Plan 2005*

Preserving Resources

Master Plan 2005 is an over-arching document and needs some thought to apply to specific historical resources preservation issues. Indeed, *Master Plan 2005* primarily provides a framework of principles and of Alberta history to help direct preservation planning. The *Plan* is very flexible, and can be applied to a variety of preservation problems. Here, a number of applications of *Master Plan 2005* are considered to show the breadth of this approach.

The users of *Master Plan 2005* range from professional institutions with existing collections to community groups whose desire to promote Alberta's heritage may be grounded in an idea, an historic building, or local collections of artifacts, documents, and so forth. As well, the application of *Master Plan 2005* may be reactive, as when an item is offered to an institution with existing collections, or proactive, where an institution is actively seeking to build its holdings to better represent Alberta history. And, *Master Plan 2005* may be implemented by private or public institutions.

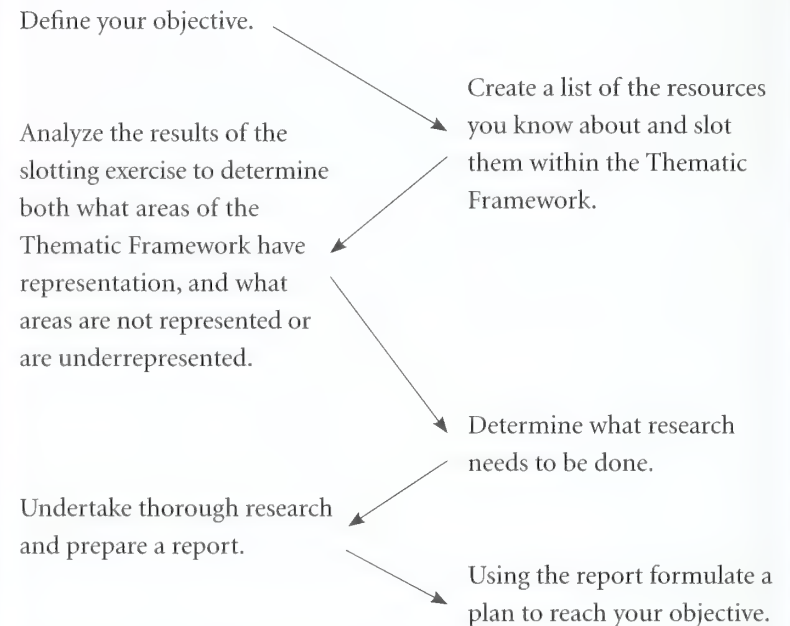
It has been argued in *Master Plan 2005* that conceiving of heritage resources as artifacts and collections allows different heritage resources to be treated in a similar manner, thus allowing greater integration of various heritage materials, and achieving more complete heritage preservation and interpretation. It has been emphasized that Alberta's history is more than the activities of the elite: history is made everywhere by everyone. Lastly, *Master Plan 2005* encourages people to conceptualize their collection as but one part of the heritage landscape, complemented by materials held by others, whether public or private. The Principles for Preservation and Thematic Framework function as planning tools for heritage preservation initiatives. The principles have been presented in Part I and illustrated with examples drawn from documentary and image archives, building and sites designation, collections management, and even legislation. The Thematic Framework is presented in Part IV, with each theme introduced by a brief narrative. Together, these tools encourage Albertans to explore heritage preservation in a broad manner and to take a rational approach to their preservation activities.

In this section, a number of textual and diagrammatic examples for using *Master Plan 2005* are offered, preceded by a general application. Here, a general approach is presented; the examples that follow will help to illustrate how this general application can be applied to specific questions. Your specific heritage preservation problem will not be identical to the examples presented, but the same general application of *Master Plan 2005* can be adapted to any project.

The first task is to define your problem. What heritage initiative are you pursuing? What is your initial objective? Is it preserving a local landmark, celebrating a local personage, acquiring objects for your museum, or archiving rare documents? Here, the Principles for Preservation should clarify your thinking about the value of your heritage initiative.

The second task is to list your resources; remember to think broadly about your collection. With this list in hand, slot your resources into the Thematic Framework. Highlighting elements on the Thematic Framework Worksheet

Figure 3 **General Application**



gives instant visual expression of your strengths and weaknesses. This should indicate what elements of the Thematic Framework can be supported by your collection and show you the best areas to pursue. Indeed, this process may change your initial heritage preservation objective. Completion of the second task should leave you with a realistic appraisal of your resources and your objective.

The third task is to determine the research necessary for the project. Here, it may be advantageous to seek professional help. A professional can evaluate the level (detail) of research necessary, and will know the relative merit of various sources of information. Non-professionals—not unreasonably—are

seldom cognizant of the state of existing knowledge, sources, and techniques of research and often underestimate both the cost and time necessary for the research component of any project. The value of good and thorough research is immeasurable to the successful completion of your project.

The fourth task is to undertake the research outlined above. This research could result in a report(s), compilations of data, analytical notes, or other final products. When reviewing such products it is important to ensure that the research actually addressed the issues it was supposed to, and that the report reaches clear conclusions and presents clear recommendations. Good research should suggest where additional research is necessary.

The final task is to use the data, analyses, and research reports to fulfill your objective.

Specific Applications

Master Plan 2005 can be applied to any historic resource preservation activity. Here are some examples to help you see how the *Plan* can be useful in different situations. The examples will lead you through different possibilities but the purpose will be the same: to preserve a wide variety of resources that are reflective of Alberta's broad and diverse history. The Principles for Preservation, the Thematic Framework, and the worksheets all have roles to play in encouraging and guiding historic preservation activities.

Examples of specific applications are provided in both narrative form (Example A) and in diagrammatic form (Example B). These examples demonstrate the usefulness of *Master Plan 2005* in directing diverse preservation activities, including idea-based activities like research, and object-based activities such as buildings and archaeological sites, museum collections, and archival collections. With some thought, the *Plan* can be adapted to a variety of situations, and form a powerful intellectual tool for the preservation of Alberta's history.

Example 2: Thematic Framework Worksheet

Consider a museum founded 30 years ago by a group of men and women to preserve their families' immigrant histories in Alberta. The current board of directors has realized that the urban immigration history story has been neglected, and that their immigration has been inadequately portrayed as a strictly agrarian phenomenon. Their collections are heavily related to the rural facet of immigration. How could *Master Plan 2005* help this board address its new collection direction?

The board should first quickly assess the range of the collections it does have by slotting them into the Thematic Framework Worksheet. Then the board will be able to see in a simple, graphic way in what subject areas its current collections are most heavily weighted. The slotting exercise has refreshed the board's familiarity with its collections. Since the collections contain artifacts, documents, and illustrations, the board realizes that a diverse collection exists and that this is a powerful vehicle for interpretation and preservation. Thus, the issue of collection and preservation can be clarified; the main data gaps reflect a lack of urban materials. The board reaffirms its commitment to addressing this deficiency, while at the same time it realizes the need to continue to collect material depicting rural immigration has not disappeared, it will simply not be the focus of collection development for this period of time.

Next, the board could turn to the Principles for Preservation. No. 5, *Preserve resources with community significance where they help illuminate larger themes*, would apply to its situation. Preserving material showing urban

immigration would not only illuminate a neglected aspect of its community's history, but would reflect on the wider question of urban immigration in Canada. Discussing the other principles, for example, will help the board to look at its topic in new ways, and examine a wide variety of preservation options thoroughly.

At this point, the board can turn to the Thematic Framework to guide its consideration of potential resources that would be justifiably preserved. Theme 7, Urban Development, might suggest a need to preserve specific buildings such as single residences, commercial properties, or fraternal or service clubs. Theme 18, Intellectual Life, may suggest the need to collect materials produced by immigrants related to the arts and sciences. Theme 19, The Face of Alberta, may indicate that research on the population profile covering gender, age, occupation, income, and education, for example, would enhance their understanding of the immigration event. A research project examining the community's urban immigration history would help identify subjects in which the museum will want to preserve resources. The Worksheet may be useful at this point as an aid to visualizing new directions or mapping target areas for collections.

Thus, the adoption of the *Master Plan 2005* preservation principles, and the recognition that a diverse collection is a powerful way to preserve and present history, sets clear goals. Consideration of the Thematic Framework expands the breadth of preservation activity, and gives the board new subject areas to consider when searching for and acquiring new material for its collections. The following example shows the steps taken in a similar project in diagrammatic form.

Figure 4 **Museum Collection Example B**

We want to build a collection that illustrates the history and practice of seeding in our area.

Itemize the resources you already have. Perhaps you have an early seed drill, two harrows, and several memoirs that describe seeding in various periods. Slot those resources into the Thematic Framework.

Formulate a research plan to identify specific items you will want to acquire. Do you need additional machinery? Seed sacks? Repair manuals?

Undertake a thorough history of seeding in your area (See Research Example.) Examine the Thematic Framework and Principles for Preservation for guidance.

Analyze the results of your history and the slotting exercise. Review the Principles for Preservation. What do both activities tell you? What are your collection's strengths and weaknesses?

Create an acquisition plan to acquire the identified resources. Slot those resources into the Thematic Framework.

Consider a community that has a building it considers significant. How is the community to implement *Master Plan 2005*?

First, the community should consider how its building reflects the Principles for Preservation. Does it represent a way to understand or remember historical or cultural values? Does it speak to symbolism, have an important historical association, or show a technological innovation? A consideration of the preservation principles should help the community to formulate why the preservation initiative is worthwhile, and aid in understanding and presenting the significance of its building.

Second, the community should consider whether other local resources can be combined with the building to form a collection. For example, are there original furnishings, or outbuildings, or documents, or photographs, or other materials that would enhance the preservation initiative? The community should think broadly. For example, if the building is a mine manager's residence, does a miner's cottage of the same period exist that would form a valuable contrast? The community should remember that it does not need to own all of the resources. Perhaps there is a coal mine interpretive site nearby, or a collection of mining journals in the library, that could be seen as part of the collection enhancing the preservation and interpretation of the mine manager's residence.

Next, these items (the building, associated structures, documents, artifacts, and journals) should be compared to the Thematic Framework of Alberta history. Virtually all collections will relate to a variety of elements in the Thematic Framework, but careful thought should allow the community to identify the primary and secondary elements of Alberta history that are represented by the collection. For example, the mine manager's residence might be considered from the view of :

Theme 4. Resource Development

4.C Organizing Industry

4.C.1 Parameters

4.C.1.a Corporate Structure

or

Theme 4. Resource Development

4.C Organizing Industry

4.C.2 Basics

4.C.2.e Social History

If other parts of the collection consisted of furnishings supplied by the mining company and company documents, the first element (4.C.1.a Corporate Structure) might be the most appropriate. If the collection includes family photographs, invitations to social events, clothing, or documents about the family's charitable activities, then the second element (4.C.2.e Social History) might be more appropriately selected as the primary historic element of importance. This comparison to the Thematic Framework of Alberta history will help the community clarify the significance of the collection, and will suggest the justification for preservation. Further, it will also point the direction to appropriate interpretative themes, if such efforts are planned for the future. Lastly, slotting the items of the collection and examining the Theme structure may suggest other complementary elements that would enhance the value of the existing building or collection. At this point, the community could seek building designation as a Municipal Historic or Provincial Historic Resource and listing on the Canadian Register of Historic Places. Alberta Community Development has additional instructions to help communities in this endeavour.

With these tasks complete, the community will have a clear understanding of the historical significance of its collection, of possible interpretation paths to follow, and of data gaps that will need to be filled. It is likely that some research will then be necessary. Perhaps research into wallpaper and draperies needs to be done, or perhaps a full research project on the role of the mine manager in the community is what the community wants to do next. Careful consideration of the various parts of *Master Plan 2005* will have provided guidance.

Figure 5 **Building and Archaeological Site Example B**
(Alberta Register of Historic Places)

We want to preserve some buildings in our community. Which ones should we preserve?

Make a list of the buildings you know about. Slot them using the Thematic Framework Worksheet.

What do the results of the slotting exercise tell you? Can you tell what your community's major activities are—social, commercial, and industrial—from the completed Worksheet?

Decide which areas of *Master Plan 2005* apply to your community. What information do you need to create a picture of your local history? A consultant can be of great service at this point.

Research will provide a context for your community's historic resources. This will be valuable when the time comes to evaluate their significance. Write a report outlining your community's history. Keep the Principles for Preservation in mind when creating this outline.

Undertake a survey to locate and identify all the historic resources that remain in your community. This information will help you determine which are significant. The result of this is your Survey.

Create an Inventory based on the Survey. This is a list of those resources your community has determined to be significant.

Keep in mind that the Survey and Inventory are dynamic documents, and that they should be reviewed and updated periodically.

You are interested in finding out more about a topic in your community or organization. Perhaps you want to study the contribution benevolent societies have made to your community, or learn about landscaping styles in the 1950s, or trace the establishment of different kinds of restaurants in your town. *Master Plan 2005* can help you tackle these, and all other, research questions.

Review the Thematic Framework and the Principles for Preservation. They will help you determine the kinds of questions you want to ask during your research, and suggest possibilities you may not have considered. At this point you may want to see if studies of your topic exist. A group in Saskatchewan, or scholars in Minnesota, for example, may have examined benevolent societies in their areas, and you may find looking at their work helpful. You will be able to see how they approached the topic, and what kinds of research sources they found useful. You will also be able to see what questions they did not address.

Now you are ready to define your topic clearly and carefully, consider your budget and timelines, and the end product you want. This is very important. It will keep you on track during the project, and help to determine your budget and timelines. Do you want a written report, or a collection of research notes for example? Most groups underestimate the amount of time needed for research projects, and their cost. You must think about how you will use the research, and the kinds of sources you will be researching. Will your researcher need to visit several archives and libraries? Will a series of oral interviews be involved? Will the community be canvassed for artifacts the researcher can examine? Will newspapers be researched? It is a good idea to talk to a research professional to help at this stage of the project. You will now be able to draw up a research plan and schedule.

Now, with your project, budget, and timelines in hand, you are ready to proceed with your research or to write a contract and hire a professional researcher.

Figure 6 Research Example B

Our heritage group wants to learn more about summer community social activities during the 1940s.

Collect resources you already have. Perhaps members of the group have family photos, newspaper clippings, serving dishes, and sports equipment they know were used at that time. Are there library resources, memoirs, or local history books that might have information you could start with?

Undertake a research project that explores the topic you have selected. Your project may include documentary research, oral history, and material culture studies, for example. Refer to the Thematic Framework and Principles for Preservation to encourage an inclusive approach.

Examine the Thematic Framework for potential subject areas. Review the Principles for Preservation as a way of broadening the discussion.

Define the parameters of your study, and draw up a research plan. You may want to get professional advice, and/or hire a professional historian. If you decide, for example, you want to focus on sports, you won't be as interested in community opera.

The completed history becomes a valuable part of the literature on the history of Alberta, and the starting point for heritage preservation projects.

Thematic Framework

Your archives has been offered the collection of Violet Verdi, an area resident who was the owner of the local greenhouse and was also an internationally published author.

First, the archives should consider how this collection reflects the Principles for Preservation. The principle *Preserve resources with community significance where they help illuminate larger themes* would likely apply here since her importance begins with the records of her local greenhouse operation. The fact that she was an internationally published author means that the importance of her records as an author reaches beyond the local community. Another principle that may apply is *Seek to the greatest extent possible to protect historic resources in their entirety*. This principle helps the archives to understand that, although the records of her work as an author may seem immediately more important, the records of her work as a greenhouse operator should be included since they help to give a full picture of her life and add context to her writings. Examination of this principle may even prompt the archives to ask the donor whether she has included all of her records, such as inventory sheets and price lists that she may not have thought to be important enough to donate. There may also be other areas of interest in which Ms. Verdi was involved. Was she a community organization member? Did she develop recipes using the produce from her greenhouse? A thorough interview with the donor is important to ensure that the entire scope of her life is included in her donation of records.

Second, the archives should see where this fonds would best fit in the Thematic Framework. Generally, only one element within one theme should be chosen. However, this is a case where there are two significant and distinct aspects to her life. So, the fonds should be further sub-divided into two series.

Violet Verdi fonds, Author files series, which may fit into

Theme 17. Intellectual Life

17.B. The Disciplines

17.B.1. The Arts

17.B.1.p. Significant People

Violet Verdi fonds, Greenhouse records series, which may fit into

Theme 6. Agricultural Development

6.A. Modes of Production

6.A.8. Infrastructure

6.A.8.d. Greenhouses

Also to be taken into consideration are the other local resources which may be combined to form a collection. In conjunction with the local museum, the donor could be asked whether she has any artifacts that would enhance the collection, such as gardening tools or her writing desk; or perhaps these have already been donated to a museum, and can be referred to in the archives' acquisition report.

The above example shows that *Master Plan 2005* is an excellent tool for guidance, but should not be used as a strict set of rules.

Figure 7 **Archival Example B**

Archival documents from the Asian community have been identified as an area of interest for researchers.

Research should be undertaken to understand the history of the Asian community and to help identify what types of records to acquire. At this point, a collaborative project could be undertaken with a historian and a curator, for example.

Formulate an acquisition strategy. What is your mandate? What types and formats of records do you want to acquire? Do you have any contacts in the Asian community? Are there newsletters or listserves that you can access to send out a call for archival records?

Slot existing archival fonds of this subject area into the Thematic Framework. Each fonds should be slotted against one Element, under the most significant subject matter for that fonds. Review the Principles for Preservation.

What does the research tell you? You may wish to use this research to understand which communities should be represented, for example.

As you locate archival records, slot them into the Thematic Framework to see which areas are being addressed. As new acquisitions arrive, revisit your acquisition strategy. Keep in mind that this is a dynamic document that should be updated as you acquire more records of the Asian community.

The Thematic Framework Worksheet

The Thematic Framework Worksheet is a one-page listing of all the Themes, Sub-Themes, Components and Elements in the Thematic Framework of *Master Plan 2005*. These appear arranged in 18 columns, without any text other than the Theme labels at the head of the columns (See Figure 8). The full description of the numbers and letters can be found in Part IV, Thematic Framework.

The purpose of the Worksheet is to facilitate the effective use of the Thematic Framework of *Master Plan 2005* by enabling the simultaneous viewing of all the parts of which it is comprised. When plotted on the Worksheet, collections become comprehensible in ways not otherwise possible. For example, this graphical representation allows an individual artifact or collection to be viewed in the context of the entire Thematic Framework. The Worksheet can be a powerful tool for illustrating, analyzing and managing a collection of resources.

Using the Worksheet

This description of the four steps to using the Thematic Framework Worksheet is followed by a specific example using the provincial collection of designated buildings.

Step 1: Slotting Resources

Before the Worksheet can be used, it is first necessary to slot the resources within the Thematic Framework. The slotting process is described on pages 33–34 of *Master Plan 2005*. In order for the Worksheet to be of use, it is essential that a resource be slotted only once, under the Element that best describes its significance. This having been done consistently ensures that the subsequent analysis of the Worksheet results will be meaningful. A copy of the Thematic Framework can be found on the CD that accompanies *Master Plan 2005*. This can be copied onto a computer, and resources entered directly under the appropriate Element. It is then a simple matter to transcribe this information onto the Thematic Framework Worksheet.

Step 2: Plotting Resources on the Worksheet

Resources can be plotted in any number of ways. Not only will it prove useful to complete several Worksheets with the same resources plotted according to different criteria, it may be necessary to do so in order to answer certain questions. The plotting methods selected will depend both on the nature of the resources and the questions that need to be answered.

There are no prescribed plotting methods, but the best place to start is with the simple recording of the Elements represented by your resources. Highlight all the Elements under which one or more resources are slotted. Once this initial plotting has been completed, it can be adapted through further analysis to illuminate specific aspects of a collection. For instance, characteristics such as resource type, date of creation, provenance, condition, media, or location, among others, could be highlighted in different colours.

Plotting can be done by hand on a hard copy version of the Worksheet, but the most efficient method is to use a computer and the electronic version of the Worksheet provided on the CD that accompanies *Master Plan 2005*. Colour coding is useful, providing additional visual cues to aid comprehension and analysis. Completing the Worksheet on a computer eliminates the frustration of having to start again when the highlighter pen misses its mark, and allows for the easy duplication and updating of results.

Step 3: Analysis

Just as there are no set methods for plotting resources on the Worksheet, the analysis that follows will depend on how it was completed. It should be emphasized that the data plotted on the Worksheet can only be understood and analyzed in the context provided by knowledge of both the specific subject matter, and of Alberta's history in general. Often this means that research, in secondary or even primary sources, will need to be pursued to fill knowledge gaps relating to the collection in question.

The initial plotting of Elements with one or more resources provides a baseline illustration of the resource distribution within the collection. For example, if there is a concentration of Elements plotted under Theme 16. Sports, it might point to this, rather than say, Theme 8. Politics and Govern-

ment, as a good focus of activity. Likewise, if the aim of a collection is to illustrate Theme 10. Work and Leisure, the lack of Elements plotted under Theme 16. Sports could be seen as a weakness that needs to be addressed. This initial plotting produces a valuable overview, which can be re-plotted periodically to show how the focus of a collection is changing over time.

Other ways of plotting information about the resources on the Thematic Framework Worksheet will reveal different aspects of a collection. For instance, plotting the provenance of resources may show that those plotted under Theme 11. Spiritual Life originate mainly from Catholic and Anglican sources. This might indicate that additional effort should be focused on representing other denominations. Or, perhaps a collection focusing on Theme 14. Military is composed mainly of weapons and uniforms, with only minimal representation of documentary resources. This could result in a change in collections policy.

The possibilities are endless. Used judiciously, the analysis of completed Thematic Framework Worksheets can provide valuable clarification to any number of collections issues. It should be noted that while the Worksheet can be valuable, caution must be exercised, and the temptation to oversimplify should be resisted. For instance, the simple yes/no plotting showing the presence or absence of resources under a given Element cannot be automatically assumed to imply that that Element is sufficiently represented within a collection. Conclusions of that nature require a more sophisticated analysis in a wider context.

Step 4: Planning

Analysis of Worksheet results should play a role in planning for the future of a collection. The Worksheet can provide a revealing snapshot of the current composition of the collection. This may not only suggest collections management directions, but can serve as a benchmark to illustrate how a collection has changed over time. The previous three steps of Slotting, Plotting and Analysis, naturally lead to this one, Planning. Indeed, if they are not carried forward through this fourth step they have been little more than busy work.

Planning is an ongoing process that requires periodic assessment and evaluation to ensure that the desired results are being achieved. Any plan should

take this into account through scheduled reviews. The most important idea to keep in mind throughout the planning process is the importance—in so far as possible—of an informed and systematic, rather than providential and haphazard, approach to building a collection.

An Example

The province of Alberta has designated over 500 historic resources since 1974. These resources include buildings and structures, natural and geological features, archaeological sites, and palaeontological sites, and form a well-defined and relatively well-documented collection that can serve as an ideal example for using the Thematic Framework Worksheet.

Step 1: Slotting Resources

The Master Plan Committee slotted previously designated resources within the Thematic Framework by selecting the Element that best matched the reason for each resource's designation. Since none had previously been slotted against the Thematic Framework of *Master Plan 2005*, this was a major undertaking. Now that it has been accomplished, however, it will be a simple matter to slot additional resources as they are designated. A copy of the Thematic Framework was amended by adding the names of resources under the selected Elements. It is found on the CD.

Step 2: Plotting Resources

Once all the provincially designated sites had been slotted within the Thematic Framework, it was a very quick task to plot them on the Worksheet. With one person on the computer and a second dictating from the Thematic Framework, the initial plotting was complete within an hour (See Figure 9).

A second Worksheet was completed which expanded upon the simple yes/no indication of the first. Using the completed electronic version of the first plotting, colours were added to indicate how many resources were slotted under each Element (See Figure 10) and saved as a separate document.

In addition to these sample Worksheets, a variety of further plottings suggest themselves. How are the resources distributed around the province? What is their chronological distribution? How many of the resources for each

Element represented are buildings or structures? Archaeological sites? Natural sites? Palaeontological sites? With some thought, these questions—and many more—can be answered graphically by plotting them on further versions of the Worksheet.

Step 3: Analysis

What does the initial plotting of the designated resources indicate? Immediately, and most importantly, it is possible to see which Elements are unrepresented. For example, there are no resources slotted under any of the Elements listed in the column for Theme 16. Sports. This shows that the province's collections of designated resources does not include any that were selected primarily for their significance in this aspect of Alberta's history. The absence of slotted resources from an entire Theme indicates a major collections issue.

Not all issues are so easily spotted. By referring to the Thematic Framework, it is possible to see that though resources have been slotted under Theme 3. Aboriginal Life, they all relate to Métis history, and consequently present an unbalanced picture of the Elements within this Theme. A great deal more general information of this type can be derived from a close reading of this version of the Worksheet.

The second plotting of the Worksheet expands upon the first by providing an indication of where resources are concentrated within the Thematic Framework. Ten of the 18 themes are revealed to have low concentrations of resources. The largest number of resources is found under Theme 7. Urban Development, especially under Elements 7.A.3.a.: Single Residence, and 7.B.5.h.: Exemplary Structures, which each have over 21 resources. This result is not surprising, since single residences are the most plentiful building type in Alberta, and outstanding architectural design has been a major factor in the designation process. It is important to note that the large number of designated resources in some elements in no way implies sufficiency, as was demonstrated in Part I: Preservation Strategy of this document (See Figure 1). These sorts of judgements require a type of qualitative analysis that is beyond the scope of this Worksheet.

The information plotted on these Worksheets is contained in the version of the Thematic Framework with slotted designated resources, but it becomes much more apparent and accessible through the Worksheet.

Step 4: Planning

Analysis of the completed Worksheets shows that some areas of the Thematic Framework are under-represented, while others have quite a few resources slotted under several Elements. Plans should be made to determine whether these apparent inequities constitute issues that need to be addressed. For instance, is it desirable to undertake a Thematic Study (See pages 34–35) in the case of the completely unrepresented Theme 16. Sports, as a priority? Should the remaining Themes with low concentrations of resources be placed in a queue for similar treatment? If yes, in what order? Likewise, would some of the most heavily represented Elements benefit from more detailed scrutiny to ensure that these clearly important areas are represented in a balanced manner?

Once issues have been defined, a budget and timeline can be drawn up. Research can proceed and actions can be taken to address the issues. Periodic review, including the updating of resources slotted in the Thematic Framework and re-plotting of Worksheets can be used to assess the ongoing status of the collection.

This is a greatly simplified glimpse of a complex process. With some thought and the diligent application of the Principles for Preservation outlined in *Master Plan 2005*, any collection can be managed and strengthened over time.

Summary

Master Plan 2005 is a new and innovative tool intended to encourage the preservation of Alberta's heritage resources. Its basic premise is that by preserving a wide variety of heritage resources and undertaking a wide variety

Figure 8

***Master Plan 2005* Thematic
Framework Worksheet**

Figure 8 Master Plan 2005 Thematic Framework Worksheet

Prehistoric Alberta			Fur Trade		Aboriginal Life		Resource Development		Transportation		Agricultural Development		Urban Development		Politics and Government		Health		Work and Leisure		Spiritual Life	
Theme 1			Theme 2		Theme 3		Theme 4		Theme 5		Theme 6		Theme 7		Theme 8		Theme 9		Theme 10		Theme 11	
1A.1	1C.1	1D.1	2A.1	2A.7	3A.1	3A.6	4A.1	4D.1	5A.1	5B.1	6A.1	6A.8.c	7A.1	7B.2	8A.1	8B.5	9A.1	9B.2	10A.1	10C.1	11A.1	11B.1
1A.1.a	1C.1.a	1D.1.a	2A.1.a	2A.7.a	3A.1.a	3A.6.a	4A.1.a	4D.1.a	5A.1.a	5B.1.a	6A.1.a	6A.8.d	7A.1.a	7B.2.a	8A.1.a	8B.5.a	9A.1.a	9B.2.a	10A.1.a	10C.1.a	11A.1.a	11B.1.a
1A.1.b	1C.2	1D.2	2A.1.b	2A.7.b	3A.1.a	3A.6.b	4A.1.a	4D.1.a	5A.1.a	5B.1.a	6A.1.a	6A.8.e	7A.1.a	7B.2.b	8A.1.a	8B.5.b	9A.1.a	9B.2.b	10A.1.a	10C.1.a	11A.1.a	11B.1.a
1A.2	1C.2.a	1D.2.a	2A.1.c	2A.7.d	3A.1.c	3A.6.d	4A.1.c	4D.1.c	5A.1.c	5B.1.c	6A.1.b	6A.8.f	7A.1.b	7B.2.c	8A.1.b	8B.5.c	9A.1.b	9B.2.c	10A.1.b	10C.1.b	11A.1.b	11B.1.b
1A.2.a	1C.2.b	1D.2.b	2A.1.d	2A.7.e	3A.1.d	3A.6.e	4A.1.d	4D.1.d	5A.1.d	5B.1.d	6A.1.c		7A.1.c	7B.2.d	8A.1.c	8B.5.d	9A.1.c	9B.2.d	10A.1.c	10C.1.c	11A.1.c	11B.1.c
1A.2.b	1C.2.c	1D.2.c	2A.2	2A.7.f	3A.1.e	3A.6.f	4A.1.e	4D.1.e	5A.1.e	5B.1.e	6A.1.d	6B.	7A.1.d	7B.2.e	8A.1.d	8B.5.e	9A.1.d	9B.2.e	10A.1.d	10C.1.d	11A.1.d	11B.1.d
1A.3	1C.2.d	1D.2.d	2A.2.a	2A.7.g	3A.1.f	3A.6.g	4A.1.e	4D.1.e	5A.1.e	5B.1.e	6A.2	6B.1	7A.1.e	7B.2.f	8A.1.e	8B.5.f	9A.1.e	9B.2.f	10A.1.e	10C.1.e	11A.1.e	11B.1.e
1A.3.a	1C.2.e	1D.2.e	2A.2.b	2B.	3A.1.g	3A.6.h	4A.2.a	4D.2	5A.1.f	5B.1.f	6A.2.a	6B.1.a	7A.1.f	7B.2.g	8A.1.f	8B.5.g	9A.1.f	9B.2.g	10A.1.f	10C.1.f	11A.1.f	11B.1.f
	1C.2.f	1D.2.f	2A.2.c	2B.1	3A.1.h	3A.6.i	4A.2.a	4D.2.a	5A.1.g	5B.1.g	6A.2.b	6B.1.b	7A.1.g	7B.2.h	8A.1.g	8B.5.h	9A.1.g	9B.2.h	10A.2	10C.1.g	11A.1.g	11B.1.g
1B.	1C.2.g	1D.2.g	2A.3	2B.1.a	3A.1.i	3A.6.j	4A.2.b	4D.2.a	5A.1.h	5B.1.h	6A.2.c	6B.1.c	7A.1.h	7B.2.i			9A.1.h	9B.2.i	10A.2.a	10C.1.h	11A.1.h	11B.1.h
1B.1	1C.2.h	1D.2.h	2A.3.a	2B.1.b	3A.1.j	3A.6.k	4A.3	4D.2.c	5A.1.i	5B.1.i	6A.2.d	6B.1.d	7A.1.i	7B.2.j	8B.	8C.	9A.2	9B.2.j	10A.2.b	10C.1.i	11A.1.i	11B.1.i
1B.1.a	1C.3	1D.3	2A.3.b	2B.1.c	3A.1.k		4A.3.a	4D.2.d	5A.2	5B.2.a	6A.2.f	6B.1.f	7A.2.a	7B.3	8B.1.a	8C.1.a	9A.2.a	9B.3	10A.2.c	10C.1.j	11A.1.j	11B.1.j
1B.2	1C.3.a	1D.3.a	2A.3.c	2B.1.d	3A.2	3B.	4A.3.b	4D.2.e	5A.2.a	5B.2.b	6A.2.g	6B.1.g	7A.2.b	7B.3.a	8B.1.a	8C.1.a	9A.2.b	9B.3.a	10A.2.d	10C.2	11A.2	11B.1.i
1B.2.a	1C.3.b	1D.3.b	2A.3.d	2B.1.e	3A.2.a	3B.1	4A.3.c	4D.2.f	5A.2.b	5B.2.c	6A.2.g	6B.1.g	7A.2.c	7B.3.b	8B.1.b	8C.1.b	9A.2.c	9B.3.b	10A.2.e	10C.2.a	11A.2.a	11B.2
1B.2.b	1C.3.c	1D.3.c	2A.3.e	2B.1.f	3A.2.b	3B.1.a		4D.2.g	5A.2.c	5B.2.d	6A.3	6B.1.h	7A.2.d	7B.3.c	8B.1.c	8C.1.c	9A.2.d	9B.3.c	10A.2.f	10C.2.b	11A.2.b	11B.2
1B.2.c	1C.3.d	1D.3.d	2A.3.f	2B.1.g	3A.2.c	3B.1.b	4B.		5A.2.d	5B.2.e	6A.3.a	6B.1.i	7A.2.e	7B.3.d	8B.1.d	8C.1.d	9A.3	9B.3.d	10A.3	10C.2.c	11A.2.c	11B.2
1B.2.d	1C.3.e	1D.3.e	2A.4	2B.1.h	3A.2.d	3B.1.c	4B.1	4E.	5A.2.e	5B.3	6A.3.b	6B.2	7A.2.f	7B.3.e	8B.1.e	8C.1.e	9A.3.a	9B.3.e	10A.3.a	10C.2.d	11A.2.d	11B.2
1B.2.e	1C.3.f	1D.3.f	2A.4.a	2B.1.i	3A.2.e	3B.1.d	4B.1.a	4E.1	5A.2.f	5B.3.a	6A.3.c	6B.2.a	7A.2.g	7B.3.f	8B.1.f	8C.1.f	9A.3.b	9B.3.f	10A.3.b	10C.2.e	11A.2.e	11B.2
1B.2.f	1C.3.g	1D.3.g	2A.4.b	2B.1.j	3A.2.f	3B.1.e	4B.1.b	4E.1.a	5A.2.g	5B.3.b	6A.3.d	6B.2.b	7A.3	7B.3.g	8B.1.g	8C.1.g	9A.4	9B.3.g	10A.3.c	10C.2.f	11A.2.f	11B.2
1B.2.g	1C.3.h	1D.3.h	2A.4.c	2B.2	3A.2.g	3B.1.f	4B.1.c	4E.1.b	5A.2.h	5B.3.c	6A.3.e	6B.2.c	7A.3.a	7B.3.g	8B.1.h	8C.1.h	9A.4.a	9B.3.h	10A.3.d	10C.2.g	11A.2.g	11B.2
1B.2.h	1C.4	1D.4	2A.4.d	2B.2.a	3A.2.h	3B.1.g	4B.1.d	4E.1.c	5A.2.i	5B.3.d	6A.3.f	6B.2.d	7A.3.b	7B.3.h	8B.1.i	8C.2	9A.4.b	9B.3.i	10A.3.e	10C.2.h	11A.2.h	11B.2
1B.3	1C.4.a	1D.4.a	2A.4.e	2B.2.b	3A.2.i	3B.1.h	4B.1.e	4E.1.d	5A.2.j	5B.3.e	6A.3.g	6B.2.e	7A.3.c	7B.3.i	8B.1.j	8C.2.a	9A.4.c	9B.3.j	10A.3.f	10C.2.i	11A.2.i	11B.2
1B.3.a	1C.4.b	1D.4.b	2A.4.f	2B.2.c	3A.2.j	3B.1.i	4B.1.f	4E.1.e	5A.2.k	5B.3.f	6A.3.h	6B.2.f	7A.3.d	7B.3.j	8B.1.k	8C.2.b	9A.4.d	9B.3.k		10C.2.j	11A.3	
1B.3.b	1C.4.c	1D.4.c	2A.4.g	2B.2.d	3A.3	3B.1.j	4B.1.g	4E.1.f	5A.3		6A.3.i	6B.2.g	7A.3.e	7B.3.k	8B.2	8C.2.c	9A.4.e	9B.3.l	10B.	10C.2.k		
1B.3.c	1C.4.d	1D.4.d	2A.4.h	2B.2.e	3A.3.a	3B.1.k		4E.1.g	5A.3.a		6A.3.j	6B.2.h	7A.3.f	7B.3.l	8B.2.a	8C.2.d	9A.4.f	9B.3.m	10B.1	10C.2.l	11A.3.a	11C.
1B.3.d	1C.4.e	1D.4.e	2A.4.i	2B.2.f	3A.3.b	3B.1.l	4C.	4E.1.h	5A.3.b		6A.4	6B.3	7A.3.g	7B.3.m	8B.2.b	8C.2.e	9A.4.g	9B.4	10B.1.a	10C.2.m	11A.3.b	11C.1
1B.3.e	1C.4.f	1D.4.f	2A.4.j	2B.2.g	3A.3.c	3B.1.m	4C.1	4E.2	5A.3.c		6A.4.a	6B.3.a	7A.3.h	7B.3.n	8B.2.c	8C.2.f	9A.4.h	9B.4.a	10B.1.b	10C.2.n	11A.3.c	11C.1.a
1B.3.f	1C.4.g	1D.4.g	2A.4.k	2B.2.h	3A.3.d	3B.2	4C.1.a	4E.2.a	5A.3.d		6A.4.b	6B.3.b	7A.3.i	7B.3.o	8B.2.d	8C.2.g		9B.4.b	10B.1.c	10C.3.a	11A.3.d	11C.1.b
1B.3.g	1C.4.h	1D.4.h	2A.5	2B.2.i	3A.3.e	3B.2.a	4C.1.b	4E.2.b	5A.3.e		6A.4.c	6B.3.c	7A.3.j	7B.3.p	8B.2.e	8C.2.h	9B.	9B.4.c	10B.1.d	10C.3.b	11A.3.e	11C.1.c
1B.3.h	1C.5		2A.5.a	2B.2.j	3A.3.f	3B.2.b	4C.1.c	4E.2.c	5A.3.f		6A.4.d	6B.3.d	7A.3.k	7B.4	8B.2.f		9B.1	9B.4.d	10B.1.e	10C.3.c	11A.3.f	11C.1.d
1B.4	1C.5.a		2A.5.b	2B.3	3A.3.g	3B.2.c	4C.1.d	4E.2.d	5A.3.g		6A.5	6B.3.e	7A.3.l	7B.4.a	8B.2.g	8D.	9B.1.a	9B.4.e	10B.1.f	10C.3.d	11A.3.g	11C.1.e
1B.4.a	1C.5.b		2A.5.c	2B.3.a	3A.4	3B.2.d	4C.1.e	4E.2.e	5A.3.h		6A.5.a	6B.3.f	7A.3.m	7B.4.b	8B.2.h	8D.1	9B.1.b	9B.4.f	10B.1.g	10C.3.e	11A.4	11C.1.f
1B.4.b	1C.5.c		2A.5.d	2B.3.b	3A.4.a	3B.2.e	4C.1.f		5A.3.i		6A.5.b	6B.3.g	7A.3.n	7B.4.c	8B.3	8D.1.a	9B.1.c	9B.4.g	10B.2	10C.3.f	11A.4.a	11C.1.g
1B.4.c	1C.5.d		2A.5.e	2B.3.c	3A.4.b	3B.2.f	4C.1.g		5A.3.j		6A.5.c	6B.3.h	7A.3.o	7B.4.d	8B.3.a	8D.1.b	9B.1.d	9B.4.h	10B.2.a	10C.3.g	11A.4.b	11C.2
1B.4.d	1C.5.e		2A.5.f	2B.3.d	3A.4.c	3B.2.g	4C.1.h		5A.3.k		6A.5.d	6B.3.i	7A.3.p	7B.4.e	8B.3.b	8D.1.c	9B.1.e	9B.4.i	10B.2.b	10C.3.h	11A.4.c	11C.2.a
	1C.5.f		2A.5.g	2B.3.e	3A.4.d	3B.2.h	4C.1.i		5A.3.l		6A.5.e	6B.4		7B.5	8B.3.c	8D.1.d	9B.1.f		10B.2.c	10C.4.a	11A.4.d	11C.2.b
1B.5	1C.5.g		2A.5.h		3A.4.e	3B.2.i	4C.1.j		5A.4		6A.5.f			7B.5.a	8B.3.d	8D.1.e	9B.1.g		10B.2.d	10C.4.b	11A.4.e	11C.2.c
1B.5.a	1C.5.h		2A.5.i		3A.4.f	3B.2.j	4C.1.k		5A.4.a		6A.6	6B.4.a	7B.	7B.5.b	8B.3.e	8D.1.f	9B.1.h		10B.2.e	10C.4.c	11A.4.f	11C.2.d
1B.5.b	1C.6		2A.5.j		3A.4.g	3B.2.k	4C.2		5A.4.b		6A.6.a	6B.4.b	7B.1	7B.5.c	8B.3.f	8D.1.g	9B.1.i		10B.2.f	10C.4.d	11A.4.g	11C.2.e
1B.5.c	1C.6.a		2A.6		3A.4.h	3B.3	4C.2.a		5A.4.c		6A.6.b	6B.4.c	7B.1.a	7B.5.d	8B.3.g	8D.1.h	9B.1.j		10B.2.g		11A.4.h	11C.2.f
1B.5.d	1C.6.b		2A.6.a		3A.4.i	3B.3.a	4C.2.b		5A.4.d		6A.6.c	6B.4.d	7B.1.b	7B.5.e	8B.3.h	8D.1.i	9B.1.k		10B.2.h		11A.4.i	
1B.5.e	1C.6.c		2A.6.b		3A.4.j	3B.3.b	4C.2.c		5A.4.e		6A.6.d	6B.4.e	7B.1.c	7B.5.f	8B.3.i	8D.1.j			10B.2.i			
1B.5.f	1C.6.d		2A.6.c		3A.4.k	3B.3.c	4C.2.d		5A.4.f		6A.6.e	6B.4.f	7B.1.d	7B.5.g	8B.3.j	8D.1.k			10B.2.j			
1B.5.g	1C.6.e		2A.6.d		3A.4.l	3B.3.d	4C.2.e		5A.4.g		6A.6.f	6B.4.g	7B.1.e	7B.5.h	8B.3.k	8D.2			10B.2.k			
1B.5.h	1C.6.f		2A.6.e		3A.4.m	3B.3.e	4C.2.f		5A.4.h		6A.6.g	6B.4.h	7B.1.f		8B.4	8D.2.a			10B.2.l			
1B.6	1C.6.g		2A.6.f		3A.4.n	3B.3.f	4C.2.g		5A.4.i		6A.6.h	6B.5	7B.1.g		8B.4.a	8D.2.b			10B.2.m			
1B.6.a	1C.6.h		2A.6.g		3A.5	3B.3.g	4C.2.h		5A.4.j		6A.6.i	6B.5.a	7B.1.h		8B.4.b	8D.2.c			10B.2.n			
1B.6.b			2A.6.h		3A.5.a	3B.3.h			5A.4.k		6A.6.j	6B.5.b	7B.1.i		8B.4.c	8D.2.d			10B.3			
1B.6.c			2A.6.i		3A.5.b	3B.3.i			5A.4.l		6A.6.k	6B.5.c	7B.1.j		8B.4.d				10B.3.a			
1B.6.d			2A.6.j		3A.5.c	3B.4					6A.6.l	6B.5.d			8B.4.e				10B.3.b			
1B.6.e			2A.6.k		3A.5.d	3B.4.a					6A.6.m	6B.5.e			8B.4.f				10B.3.c			
1B.6.f					3A.5.e	3B.4.b					6A.6.n	6B.5.f							10B.3.d			
1B.6.g					3A.5.f	3B.4.c					6A.7	6B.5.g							10B.3.e			
1B.6.h					3A.5.g	3B.4.d					6A.7.a	6B.5.h										
					3A.5.h	3B.4.e					6A.7.b	6B.5.i										
						3B.4.f					6A.7.c	6B.6										
						3B.4.g					6A.7.d	6B.6.a										
						3B.4.h					6A.7.e	6B.6.b										
											6A.8	6B.6.c										
											6A.8.a	6B.6.d										
											6A.8.b	6B.6.e										
												6B.6.f										

Work and Leisure	Spiritual Life	Business and Industry	Law Enforcement	Military	Education	Sports	Intellectual Life	The Face of Alberta
Theme 10	Theme 11	Theme 12	Theme 13	Theme 14	Theme 15	Theme 16	Theme 17	Theme 18
10.A. 10.C.	11.A. 11.B.	12.A. 12.C.1.j.	13.A. 13.C.2.	14.A. 14.B.4.	15.A. 15.B.	16.A.	17.A. 17.B.1.c. 17.C.	18.A. 18.B.5. 18.C.4.
10.A.1. 10.C.1.	11.A.1. 11.B.1.	12.A.1. 12.C.1.k.	13.A.1. 13.C.2.a.	14.A.1. 14.B.4.a.	15.A.1. 15.B.1.	16.A.1.	17.A.1. 17.B.1.d. 17.C.1.	18.A.1. 18.B.5.a. 18.C.4.a.
10.A.1.a. 10.C.1.a.	11.A.1.a. 11.B.1.a.	12.A.1.a. 12.C.1.l.	13.A.1.a. 13.C.2.b.	14.A.1.a. 14.B.4.b.	15.A.1.a. 15.B.1.a.	16.A.1.a.	17.A.1.a. 17.B.1.e. 17.C.1.a.	18.A.1.a. 18.B.5.b. 18.C.4.b.
10.A.1.b. 10.C.1.b.	11.A.1.b. 11.B.1.b.	12.A.1.b. 12.C.1.m.	13.A.1.b. 13.C.2.c.	14.A.1.b. 14.B.4.c.	15.A.1.b. 15.B.1.b.	16.A.1.b.	17.A.1.b. 17.B.1.f. 17.C.1.b.	18.A.1.b. 18.B.5.c. 18.C.4.c.
10.A.1.c. 10.C.1.c.	11.A.1.c. 11.B.1.c.	12.A.1.c. 12.C.1.n.	13.A.2. 13.C.2.d.	14.A.1.c. 14.B.4.d.	15.A.1.c. 15.B.1.c.	16.A.1.c.	17.A.1.c. 17.B.1.g. 17.C.1.c.	18.A.1.c. 18.B.5.d. 18.C.4.d.
10.A.1.d. 10.C.1.d.	11.A.1.d. 11.B.1.d.	12.A.1.d. 12.C.2.	13.A.2.a. 13.C.3.	14.A.1.d. 14.B.4.e.	15.A.1.d. 15.B.1.d.	16.A.1.d.	17.A.1.d. 17.B.1.h. 17.C.1.d.	18.A.2. 18.B.5.e. 18.C.4.e.
10.A.1.e. 10.C.1.e.	11.A.1.e. 11.B.1.e.	12.A.1.e. 12.C.2.a.	13.A.2.b. 13.C.3.a.	14.A.2. 14.B.4.f.	15.A.1.e. 15.B.1.e.	16.A.1.e.	17.A.1.e. 17.B.1.i. 17.C.1.e.	18.A.2.a. 18.B.5.f. 18.C.4.f.
10.A.1.f. 10.C.1.f.	11.A.1.f. 11.B.1.f.	12.A.2. 12.C.2.b.	13.A.2.c. 13.C.3.b.	14.A.2.a. 14.B.4.g.	15.A.2. 15.B.1.f.	16.A.1.f.	17.A.1.f. 17.B.1.j. 17.C.1.f.	18.A.2.b. 18.B.5.g. 18.C.4.g.
10.A.2. 10.C.1.g.	11.A.1.g. 11.B.1.g.	12.A.2.a. 12.C.2.c.	13.A.2.d. 13.C.3.c.	14.A.2.b. 14.B.5.	15.A.2.a. 15.B.1.g.	16.A.1.g.	17.A.1.g. 17.B.1.k. 17.C.1.g.	18.A.2.c. 18.C.4.h.
10.A.2.a. 10.C.1.h.	11.A.1.h. 11.B.1.h.	12.A.2.b. 12.C.2.d.	13.A.3. 13.C.3.d.	14.A.2.c. 14.B.5.a.	15.A.2.b. 15.B.2.	16.A.1.h.	17.A.1.h. 17.B.1.l. 17.C.1.h.	18.A.2.d. 18.C. 18.C.5.
10.A.2.b. 10.C.1.i.	11.A.1.i. 11.B.1.i.	12.A.2.c. 12.C.2.e.	13.A.3.a. 13.C.3.e.	14.A.2.d. 14.B.5.b.	15.A.2.c. 15.B.2.a.	16.A.1.i.	17.A.1.i. 17.B.1.m. 17.C.1.i.	18.A.2.e. 18.C.1. 18.C.5.a.
10.A.2.c. 10.C.1.j.	11.A.1.j. 11.B.1.j.	12.A.2.d. 12.C.2.f.	13.A.3.b. 13.C.4.	14.A.2.e. 14.B.5.c.	15.A.2.d. 15.B.2.b.	16.A.1.j.	17.A.2. 17.B.1.n. 17.C.2.	18.A.2.f. 18.C.1.a. 18.C.5.b.
10.A.2.d. 10.C.2.	11.A.2. 11.B.1.k.	12.A.2.e. 12.C.3.	13.A.4. 13.C.4.a.	14.A.2.f. 14.B.5.d.	15.A.2.e. 15.B.2.c.	16.A.1.k.	17.A.2.a. 17.B.1.o. 17.C.2.a.	18.A.3. 18.C.1.b. 18.C.5.c.
10.A.2.e. 10.C.2.a.	11.A.2.a. 11.B.2.	12.A.2.f. 12.C.3.a.	13.A.4.a. 13.C.4.b.	14.A.2.g. 14.B.5.e.	15.A.3. 15.B.2.d.	16.A.1.l.	17.A.2.b. 17.B.2. 17.C.2.b.	18.A.3.a. 18.C.1.c. 18.C.5.d.
10.A.2.f. 10.C.2.b.	11.A.2.b. 11.B.2.a.	12.A.2.g. 12.C.3.b.	13.A.4.b. 13.C.4.c.	14.A.3. 14.B.5.f.	15.A.3.a. 15.B.3.	16.A.1.m.	17.A.2.c. 17.B.2.a. 17.C.2.c.	18.A.3.b. 18.C.1.d. 18.C.5.e.
10.A.3. 10.C.2.c.	11.A.2.c. 11.B.2.b.	12.A.2.h. 12.C.3.c.	13.C.4.d.	14.A.3.a. 14.B.5.g.	15.A.3.b. 15.B.3.a.	16.A.2.	17.A.2.d. 17.B.2.b. 17.C.2.d.	18.C.1.e. 18.C.5.f.
10.A.3.a. 10.C.2.d.	11.A.2.d. 11.B.2.c.	12.C.3.d.	13.B. 13.C.4.e.	14.A.3.b. 14.C.3.c.	15.A.3.c. 15.B.3.b.	16.A.2.a.	17.A.2.e. 17.B.2.c. 17.C.2.e.	18.B. 18.C.1.f. 18.C.5.g.
10.A.3.b. 10.C.2.e.	11.A.2.e. 11.B.2.d.	12.B. 12.C.3.e.	13.B.1. 13.C.4.f.	14.A.3.c. 14.C.	15.A.3.d. 15.B.3.c.	16.A.2.b.	17.A.2.f. 17.B.2.d. 17.C.2.f.	18.B.1. 18.C.1.g. 18.C.6.
10.A.3.c. 10.C.2.f.	11.A.2.f. 11.B.2.e.	12.B.1. 12.C.3.f.	13.B.1.a. 13.C.4.g.	14.A.3.d. 14.C.1.	15.A.3.e. 15.B.3.d.	16.A.2.c.	17.A.2.g. 17.B.2.e. 17.C.2.g.	18.B.1.a. 18.C.1.h. 18.C.6.a.
10.A.3.d. 10.C.2.g.	11.A.2.g. 11.B.2.f.	12.B.1.a. 12.C.3.g.	13.B.1.b. 13.C.4.h.	14.A.3.e. 14.C.1.a.	15.A.3.f. 15.B.3.e.	16.A.2.d.	17.A.2.h. 17.B.2.f. 17.C.3.	18.B.1.b. 18.C.1.i. 18.C.6.b.
10.A.3.e. 10.C.2.h.	11.A.2.h. 11.B.2.g.	12.B.1.b. 12.C.4.	13.B.1.c. 13.C.4.i.	14.C.1.b.	15.A.4. 15.B.3.f.	16.A.2.e.	17.A.2.i. 17.B.2.g. 17.C.3.a.	18.B.1.c. 18.C.1.j. 18.C.6.c.
10.A.3.f. 10.C.2.i.	11.A.2.i. 11.B.2.h.	12.B.1.c. 12.C.4.a.	13.B.1.d. 13.C.5.	14.B. 14.C.1.c.	15.A.4.a.	16.A.2.f.	17.A.3. 17.B.2.h. 17.C.3.b.	18.B.1.d. 18.C.2. 18.C.6.d.
10.C.2.j.	11.A.3.	12.B.1.d. 12.C.4.b.	13.B.1.e. 13.C.5.a.	14.B.1. 14.C.1.d.	15.A.4.b.	16.A.2.g.	17.A.3.a. 17.B.2.i. 17.C.3.c.	18.B.1.e. 18.C.2.a. 18.C.6.e.
10.B. 10.C.2.k.	11.A.3.a. 11.C.	12.B.1.e. 12.C.4.c.	13.B.1.f. 13.C.5.b.	14.B.1.a. 14.C.1.e.	15.A.4.c.	16.A.2.h.	17.A.3.b. 17.B.2.j. 17.C.3.d.	18.B.1.f. 18.C.2.b. 18.C.6.f.
10.B.1. 10.C.2.l.	11.A.3.b. 11.C.1.	12.B.2. 12.C.5.	13.B.2. 13.C.5.c.	14.B.1.b. 14.C.1.f.	15.A.4.d.	16.A.2.i.	17.A.3.c. 17.B.2.k. 17.C.3.e.	18.B.1.g. 18.C.2.c. 18.C.6.g.
10.B.1.a. 10.C.2.m.	11.A.3.c. 11.C.1.a.	12.B.2.a. 12.C.5.a.	13.B.2.a. 13.C.5.d.	14.B.1.c. 14.C.1.g.	15.A.4.e.	16.A.2.j.	17.A.3.d. 17.B.2.l. 17.C.3.f.	18.B.2. 18.C.2.d. 18.C.6.h.
10.B.1.b. 10.C.3.	11.A.3.d. 11.C.1.b.	12.B.2.b. 12.C.5.b.	13.B.2.b. 13.C.5.e.	14.B.2. 14.C.1.h.	15.A.4.f.	17.A.3.e.	17.B.2.m. 17.C.3.g.	18.B.2.a. 18.C.2.e. 18.C.6.i.
10.B.1.c. 10.C.3.a.	11.A.3.e. 11.C.1.c.	12.B.2.c. 12.C.5.c.	13.B.2.c. 13.C.6.	14.B.2.a. 14.C.2.	15.A.5.	17.A.3.f.	17.B.2.n. 17.C.3.h.	18.B.2.b. 18.C.2.f. 18.C.6.j.
10.B.1.d. 10.C.3.b.	11.A.3.f. 11.C.1.d.	12.B.2.d. 12.C.5.d.	13.B.2.d. 13.C.6.a.	14.B.2.b. 14.C.2.a.	15.A.5.a.	17.A.3.g.	17.B.2.o. 17.C.3.i.	18.B.2.c. 18.C.2.g. 18.C.6.k.
10.B.1.e. 10.C.3.c.	11.A.3.g. 11.C.1.e.	12.B.2.e.	13.B.2.e. 13.C.6.b.	14.B.2.c. 14.C.2.b.	15.A.5.b.	17.A.3.h.	17.B.3. 17.C.4.	18.B.2.d. 18.C.2.h. 18.C.6.l.
10.B.1.f. 10.C.3.d.	11.A.4. 11.C.1.f.	12.B.3. 12.D.	13.B.2.f. 13.C.6.c.	14.B.2.d. 14.C.2.c.	15.A.5.c.	17.A.3.i.	17.B.3.a. 17.C.4.a.	18.B.2.e. 18.C.2.i. 18.C.6.m.
10.B.2. 10.C.3.e.	11.A.4.a. 11.C.1.g.	12.B.3.a. 12.D.1.	13.B.2.g. 13.C.6.d.	14.B.2.e. 14.C.2.d.	15.A.5.d.	17.A.4.	17.B.3.b. 17.C.4.b.	18.B.2.f. 18.C.2.j. 18.C.6.n.
10.B.2.a. 10.C.3.f.	11.A.4.b. 11.C.2.	12.B.3.b. 12.D.1.a.	13.B.3. 13.C.6.e.	14.B.2.f. 14.C.2.e.	15.A.5.e.	17.A.4.a.	17.B.3.c. 17.C.4.c.	18.B.2.g. 18.C.2.k. 18.C.6.o.
10.B.2.b. 10.C.4.	11.A.4.c. 11.C.2.a.	12.B.3.c. 12.D.1.b.	13.B.3.a. 13.C.6.f.	14.B.2.g. 14.C.2.f.	15.A.5.f.	17.A.4.b.	17.B.3.d. 17.C.4.d.	18.B.2.h. 18.C.3.
10.B.2.c. 10.C.4.a.	11.A.4.d. 11.C.2.b.	12.B.3.d. 12.D.2.	13.B.3.b. 13.C.6.g.	14.B.2.h. 14.C.2.g.	15.A.5.g.	17.A.4.c.	17.B.3.e. 17.C.4.e.	18.B.2.i. 18.C.3.a.
10.B.2.d. 10.C.4.b.	11.A.4.e. 11.C.2.c.	12.B.3.e. 12.D.2.a.	13.B.3.c. 13.C.6.g.	14.B.2.i. 14.C.3.	15.A.5.h.	17.A.4.d.	17.B.3.f. 17.C.4.f.	18.B.2.j. 18.C.3.b.
10.B.2.e. 10.C.4.c.	11.A.4.f. 11.C.2.d.	12.B.3.f. 12.D.2.b.	13.B.3.d. 13.C.6.g.	14.B.2.j. 14.C.3.a.	15.A.5.i.	17.A.4.e.	17.B.3.g. 17.C.4.g.	18.B.2.k. 18.C.3.c.
10.B.2.f. 10.C.4.d.	11.A.4.g. 11.C.2.e.	12.B.3.g. 12.D.2.c.	13.B.3.e. 13.C.6.g.	14.B.2.k. 14.C.3.b.	15.A.5.j.	17.A.4.f.	17.B.3.h. 17.C.4.h.	18.B.3. 18.C.3.d.
10.B.2.g.	11.A.4.h. 11.C.2.f.	12.B.3.h. 12.D.2.d.	13.B.3.f. 13.C.6.g.	14.B.2.l. 14.C.3.c.		17.A.4.g.	17.B.3.i. 17.C.4.i.	18.B.3.a. 18.C.3.e.
10.B.2.h.	11.A.4.i.	12.B.3.i. 12.D.2.e.	13.B.3.g. 13.C.6.g.	14.B.2.m. 14.C.3.d.		17.A.4.h.	17.B.3.j. 17.C.4.j.	18.B.3.b. 18.C.3.f.
10.B.2.i.		12.B.3.j. 12.D.2.f.	13.B.4. 13.C.6.g.	14.B.3. 14.C.3.d.		17.A.4.i.	17.B.3.k. 17.C.4.k.	18.B.3.c. 18.C.3.g.
10.B.2.j.		12.B.3.k. 12.D.2.g.	13.B.4.a. 13.C.6.g.	14.B.3.a. 14.C.3.e.		17.B. 17.B.3.l.	17.B.3.l. 17.C.4.l.	18.B.3.d. 18.C.3.h.
10.B.2.k.		12.D.3. 12.D.3.	13.B.4.b. 13.C.6.g.	14.B.3.b. 14.C.3.f.		17.B.1. 17.B.3.m.	17.B.3.m. 17.C.4.m.	18.B.3.e. 18.C.3.i.
10.B.2.l.		12.C. 12.D.3.a.	13.B.4.c. 13.C.6.g.	14.B.3.c. 14.C.3.g.		17.B.1.a. 17.B.3.n.	17.B.3.n. 17.C.4.n.	18.B.3.f. 18.C.3.j.
10.B.2.m.		12.C.1. 12.D.3.b.	13.C. 13.C.6.g.	14.B.3.d. 14.C.3.h.		17.B.1.b. 17.B.3.o.	17.B.3.o. 17.C.4.o.	18.B.4. 18.C.3.k.
10.B.3.		12.C.1.a. 12.D.3.c.	13.C.1. 13.C.6.g.	14.B.3.e. 14.C.3.i.				18.B.4.a. 18.C.3.l.
10.B.3.a.		12.C.1.b. 12.D.3.d.	13.C.1.a. 13.C.6.g.	14.B.3.f. 14.C.3.j.				18.B.4.b. 18.C.3.m.
10.B.3.b.		12.C.1.c. 12.D.3.e.	13.C.1.b. 13.C.6.g.	14.B.3.g. 14.C.3.k.				18.B.4.c. 18.C.3.n.
10.B.3.c.		12.C.1.d. 12.D.3.f.	13.C.1.c. 13.C.6.g.	14.B.3.h. 14.C.3.l.				18.B.4.d. 18.C.3.o.
10.B.3.d.		12.C.1.e. 12.D.3.g.	13.C.1.d. 13.C.6.g.	14.B.3.i. 14.C.3.m.				18.B.4.e. 18.C.3.p.
10.B.3.e.		12.C.1.f. 12.D.3.h.	13.C.1.e. 13.C.6.g.	14.B.3.j. 14.C.3.n.				18.B.4.f. 18.C.3.q.
		12.C.1.g. 12.C.1.h.	13.C.1.f. 13.C.6.g.					18.B.4.g. 18.C.3.r.
		12.C.1.i.	13.C.1.g.					

Figure 9

**Designated Resources in Alberta
plotted on the *Master Plan 2005*
Thematic Framework Worksheet**

Figure 9 Designated Resources in Alberta plotted on the Master Plan 2005 Thematic Framework Worksheet

Prehistoric Alberta	Fur Trade	Aboriginal Life	Resource Development	Transportation	Agricultural Development	Urban Development	Politics and Government	Health	Work and Leisure	Spiritual Life
Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8	Theme 9	Theme 10	Theme 11
1A. 1C. 1D.	2A. 2A.7.	3A. 3A.6.	4A. 4D.	5A. 5B.	6A. 6A.8.c.	7A. 7B.2.	8A. 8B.5.	9A. 9B.2.	10A. 10C.	11A. 11B.
1A.1. 1C.1. 1D.1.	2A.1. 2A.7.a.	3A.1. 3A.6.a.	4A.1. 4D.1.	5A.1. 5B.1.	6A.1. 6A.8.d.	7A.1. 7B.2.a.	8A.1. 8B.5.a.	9A.1. 9B.2.a.	10A.1. 10C.1.	11A.1. 11B.1.
1A.1.a. 1C.1.a. 1D.1.a.	2A.1.a. 2A.7.b.	3A.1.a. 3A.6.b.	4A.1.a. 4D.1.a.	5A.1.a. 5B.1.a.	6A.1.a. 6A.8.e.	7A.1.a. 7B.2.b.	8A.1.a. 8B.5.b.	9A.1.a. 9B.2.b.	10A.1.a. 10C.1.a.	11A.1.a. 11B.1.a.
1A.1.b. 1C.2. 1D.2.	2A.1.b. 2A.7.c.	3A.1.b. 3A.6.c.	4A.1.b. 4D.1.b.	5A.1.b. 5B.1.b.	6A.1.b. 6A.8.f.	7A.1.b. 7B.2.c.	8A.1.b. 8B.5.c.	9A.1.b. 9B.2.c.	10A.1.b. 10C.1.b.	11A.1.b. 11B.1.b.
1A.2. 1C.2.a. 1D.2.a.	2A.1.c. 2A.7.d.	3A.1.c. 3A.6.d.	4A.1.c. 4D.1.c.	5A.1.c. 5B.1.c.	6A.1.c. 6A.8.g.	7A.1.c. 7B.2.d.	8A.1.c. 8B.5.d.	9A.1.c. 9B.2.d.	10A.1.c. 10C.1.c.	11A.1.c. 11B.1.c.
1A.2.a. 1C.2.b. 1D.2.b.	2A.1.d. 2A.7.e.	3A.1.d. 3A.6.e.	4A.1.d. 4D.1.d.	5A.1.d. 5B.1.d.	6A.1.d. 6B.	7A.1.d. 7B.2.e.	8A.1.d. 8B.5.e.	9A.1.d. 9B.2.e.	10A.1.d. 10C.1.d.	11A.1.d. 11B.1.d.
1A.2.b. 1C.2.c. 1D.2.c.	2A.2. 2A.7.f.	3A.1.e. 3A.6.f.	4A.1.e. 4D.1.e.	5A.1.e. 5B.1.e.	6A.2. 6B.1.	7A.1.e. 7B.2.f.	8A.1.e. 8B.5.f.	9A.1.e. 9B.2.f.	10A.1.e. 10C.1.e.	11A.1.e. 11B.1.e.
1A.3. 1C.2.d. 1D.2.d.	2A.2.a. 2A.7.g.	3A.1.f. 3A.6.g.	4A.2. 4D.1.f.	5A.1.f. 5B.1.f.	6A.2.a. 6B.1.a.	7A.1.f. 7B.2.g.	8A.1.f. 8B.5.g.	9A.1.f. 9B.2.g.	10A.1.f. 10C.1.f.	11A.1.f. 11B.1.f.
1A.3.a. 1C.2.e. 1D.2.e.	2A.2.b. 2B.	3A.1.g. 3A.6.h.	4A.2.a. 4D.2.	5A.1.g. 5B.1.g.	6A.2.b. 6B.1.b.	7A.1.g. 7B.2.h.	8A.1.g. 8B.5.h.	9A.1.g. 9B.2.h.	10A.2. 10C.1.g.	11A.1.g. 11B.1.g.
1B. 1C.2.f. 1D.2.f.	2A.2.c. 2B.1.	3A.1.h. 3A.6.i.	4A.2.b. 4D.2.a.	5A.1.h. 5B.1.h.	6A.2.c. 6B.1.c.	7A.1.h. 7B.2.i.	8B. 8C.	9A.1.h. 9B.2.i.	10A.2.a. 10C.1.h.	11A.1.h. 11B.1.h.
1B.1. 1C.2.g. 1D.2.g.	2A.3. 2B.1.a.	3A.1.i. 3A.6.j.	4A.2.c. 4D.2.b.	5A.1.i. 5B.1.i.	6A.2.d. 6B.1.d.	7A.1.i. 7B.2.j.	8B.1. 8C.1.	9A.2. 9B.2.j.	10A.2.b. 10C.1.i.	11A.1.i. 11B.1.i.
1B.1.a. 1C.3. 1D.3.	2A.3.a. 2B.1.b.	3A.1.j. 3A.6.k.	4A.3. 4D.2.c.	5A.1.j. 5B.2.	6A.2.e. 6B.1.e.	7A.2. 7B.2.k.	8B.1. 8C.1.	9A.2.a. 9B.3.	10A.2.c. 10C.1.j.	11A.1.j. 11B.1.j.
1B.2. 1C.3.a. 1D.3.a.	2A.3.b. 2B.1.c.	3A.1.k. 3B.	4A.3.a. 4D.2.d.	5A.2. 5B.2.a.	6A.2.f. 6B.1.f.	7A.2.a. 7B.3.	8B.1.a. 8C.1.a.	9A.2.b. 9B.3.a.	10A.2.d. 10C.2.	11A.2. 11B.1.k.
1B.2.a. 1C.3.b. 1D.3.b.	2A.3.c. 2B.1.d.	3A.2. 3B.	4A.3.b. 4D.2.e.	5A.2.a. 5B.2.b.	6A.2.g. 6B.1.g.	7A.2.b. 7B.3.a.	8B.1.b. 8C.1.b.	9A.2.c. 9B.3.b.	10A.2.e. 10C.2.a.	11A.2.a. 11B.2.
1B.2.b. 1C.3.c. 1D.3.c.	2A.3.d. 2B.1.e.	3A.2.a. 3B.1.	4A.3.c. 4D.2.f.	5A.2.b. 5B.2.c.	6A.3. 6B.1.h.	7A.2.c. 7B.3.b.	8B.1.c. 8C.1.c.	9A.2.d. 9B.3.c.	10A.2.f. 10C.2.b.	11A.2.b. 11B.2.a.
1B.2.c. 1C.3.d. 1D.3.d.	2A.3.e. 2B.1.f.	3A.2.b. 3B.1.a.	4B. 4D.2.g.	5A.2.c. 5B.2.d.	6A.3.a. 6B.1.i.	7A.2.d. 7B.3.c.	8B.1.d. 8C.1.d.	9A.3. 9B.3.d.	10A.3. 10C.2.c.	11A.2.c. 11B.2.b.
1B.2.d. 1C.3.e. 1D.3.e.	2A.3.f. 2B.1.g.	3A.2.c. 3B.1.b.	4B.1. 4E.	5A.2.d. 5B.2.e.	6A.3.b. 6B.2.	7A.2.e. 7B.3.d.	8B.1.e. 8C.1.e.	9A.3.a. 9B.3.e.	10A.3.a. 10C.2.d.	11A.2.d. 11B.2.c.
1B.2.e. 1C.3.f. 1D.3.f.	2A.4. 2B.1.h.	3A.2.d. 3B.1.c.	4B.1.a. 4E.1.	5A.2.e. 5B.3.	6A.3.c. 6B.2.a.	7A.2.f. 7B.3.e.	8B.1.f. 8C.1.f.	9A.3.b. 9B.3.f.	10A.3.b. 10C.2.e.	11A.2.e. 11B.2.d.
1B.2.f. 1C.3.g. 1D.3.g.	2A.4.a. 2B.1.i.	3A.2.e. 3B.1.d.	4B.1.b. 4E.1.a.	5A.2.f. 5B.3.a.	6A.3.d. 6B.2.b.	7A.3. 7B.3.f.	8B.1.g. 8C.1.g.	9A.4. 9B.3.g.	10A.3.c. 10C.2.f.	11A.2.f. 11B.2.e.
1B.2.g. 1C.3.h. 1D.3.h.	2A.4.b. 2B.1.j.	3A.2.f. 3B.1.e.	4B.1.c. 4E.1.b.	5A.2.g. 5B.3.b.	6A.3.e. 6B.2.c.	7A.3.a. 7B.3.g.	8B.1.h. 8C.1.h.	9A.4.a. 9B.3.h.	10A.3.d. 10C.2.g.	11A.2.g. 11B.2.f.
1B.2.h. 1C.4. 1D.4.	2A.4.c. 2B.2.	3A.2.g. 3B.1.f.	4B.1.d. 4E.1.c.	5A.2.h. 5B.3.c.	6A.3.f. 6B.2.d.	7A.3.b. 7B.3.h.	8B.1.i. 8C.2.	9A.4.b. 9B.3.i.	10A.3.e. 10C.2.h.	11A.2.h. 11B.2.g.
1B.3. 1C.4.a. 1D.4.a.	2A.4.d. 2B.2.a.	3A.2.h. 3B.1.g.	4B.1.e. 4E.1.d.	5A.2.i. 5B.3.d.	6A.3.g. 6B.2.e.	7A.3.c. 7B.3.i.	8B.1.j. 8C.2.a.	9A.4.c. 9B.3.j.	10A.3.f. 10C.2.i.	11A.2.i. 11B.2.h.
1B.3.a. 1C.4.b. 1D.4.b.	2A.4.e. 2B.2.b.	3A.2.i. 3B.1.h.	4B.1.f. 4E.1.e.	5A.2.j. 5B.3.e.	6A.3.h. 6B.2.f.	7A.3.d. 7B.3.j.	8B.1.k. 8C.2.b.	9A.4.d. 9B.3.k.	10A.3.g. 10C.2.j.	11A.3.
1B.3.b. 1C.4.c. 1D.4.c.	2A.4.f. 2B.2.c.	3A.2.j. 3B.1.i.	4B.1.g. 4E.1.f.	5A.2.k. 5B.3.f.	6A.3.i. 6B.2.g.	7A.3.e. 7B.3.k.	8B.2. 8C.2.c.	9A.4.e. 9B.3.l.	10B. 10C.2.k.	11A.3.a. 11C.
1B.3.c. 1C.4.d. 1D.4.d.	2A.4.g. 2B.2.d.	3A.3. 3B.1.j.	4B.1.h. 4E.1.g.	5A.3. 5A.3.a.	6A.3.j. 6B.2.h.	7A.3.f. 7B.3.l.	8B.2.a. 8C.2.d.	9A.4.f. 9B.3.m.	10B.1. 10C.2.l.	11A.3.b. 11C.1.
1B.3.d. 1C.4.e. 1D.4.e.	2A.4.h. 2B.2.e.	3A.3.a. 3B.1.k.	4C. 4E.1.h.	5A.3.a. 5A.3.b.	6A.4. 6B.3.	7A.3.g. 7B.3.m.	8B.2.b. 8C.2.e.	9A.4.g. 9B.4.	10B.1.a. 10C.2.m.	11A.3.c. 11C.1.a.
1B.3.e. 1C.4.f. 1D.4.f.	2A.4.i. 2B.2.f.	3A.3.b. 3B.1.l.	4C.1. 4E.2.	5A.3.c. 5A.3.d.	6A.4.a. 6B.3.a.	7A.3.h. 7B.3.n.	8B.2.c. 8C.2.f.	9A.4.h. 9B.4.a.	10B.1.b. 10C.3.	11A.3.d. 11C.1.b.
1B.3.f. 1C.4.g. 1D.4.g.	2A.4.j. 2B.2.g.	3A.3.c. 3B.1.m.	4C.1.a. 4E.2.a.	5A.3.c. 5A.3.e.	6A.4.b. 6B.3.b.	7A.3.i. 7B.3.o.	8B.2.d. 8C.2.g.	9B. 9B.4.b.	10B.1.c. 10C.3.a.	11A.3.e. 11C.1.c.
1B.3.g. 1C.4.h. 1D.4.h.	2A.4.k. 2B.2.h.	3A.3.d. 3B.2.	4C.1.b. 4E.2.b.	5A.3.e. 5A.3.f.	6A.4.c. 6B.3.c.	7A.3.j. 7B.3.p.	8B.2.e. 8C.2.h.	9B.1. 9B.4.c.	10B.1.d. 10C.3.b.	11A.3.f. 11C.1.d.
1B.3.h. 1C.5.	2A.5. 2B.2.i.	3A.3.e. 3B.2.a.	4C.1.c. 4E.2.c.	5A.3.f. 5A.3.g.	6A.5. 6B.3.d.	7A.3.k. 7B.4.	8B.2.f. 8D.	9B.1.a. 9B.4.d.	10B.1.e. 10C.3.c.	11A.3.g. 11C.1.e.
1B.4. 1C.5.a.	2A.5.a. 2B.2.j.	3A.3.f. 3B.2.b.	4C.1.d. 4E.2.d.	5A.3.g. 5A.3.h.	6A.5.a. 6B.3.e.	7A.3.l. 7B.4.a.	8B.2.g. 8D.1.	9B.1.b. 9B.4.e.	10B.1.f. 10C.3.d.	11A.4. 11C.1.f.
1B.4.a. 1C.5.b.	2A.5.b. 2B.3.	3A.3.g. 3B.2.c.	4C.1.e. 4E.2.e.	5A.3.h. 5A.3.i.	6A.5.b. 6B.3.f.	7A.3.m. 7B.4.b.	8B.2.h. 8D.1.a.	9B.1.c. 9B.4.f.	10B.2. 10C.3.e.	11A.4.a. 11C.1.g.
1B.4.b. 1C.5.c.	2A.5.c. 2B.3.a.	3A.4. 3B.2.d.	4C.1.f. 4E.2.f.	5A.3.i. 5A.3.j.	6A.5.c. 6B.3.g.	7A.3.n. 7B.4.c.	8B.3. 8D.1.b.	9B.1.d. 9B.4.g.	10B.2.a. 10C.3.f.	11A.4.b. 11C.2.
1B.4.c. 1C.5.d.	2A.5.d. 2B.3.b.	3A.4.a. 3B.2.e.	4C.1.g. 4E.2.g.	5A.3.j. 5A.3.k.	6A.5.d. 6B.3.h.	7A.3.o. 7B.4.d.	8B.3.a. 8D.1.c.	9B.1.e. 9B.4.h.	10B.2.b. 10C.4.	11A.4.c. 11C.2.a.
1B.4.d. 1C.5.e.	2A.5.e. 2B.3.c.	3A.4.b. 3B.2.f.	4C.1.h. 4E.2.h.	5A.3.k. 5A.3.l.	6A.5.e. 6B.3.i.	7A.3.p. 7B.4.e.	8B.3.b. 8D.1.d.	9B.1.f. 9B.4.i.	10B.2.c. 10C.4.a.	11A.4.d. 11C.2.b.
1B.4.e. 1C.5.f.	2A.5.f. 2B.3.d.	3A.4.c. 3B.2.g.	4C.1.i. 4E.2.i.	5A.3.l. 5A.4.	6A.5.f. 6B.4.	7B. 7B.5.a.	8B.3.c. 8D.1.e.	9B.1.g. 9B.4.j.	10B.2.d. 10C.4.b.	11A.4.e. 11C.2.c.
1B.5. 1C.5.g.	2A.5.g. 2B.3.e.	3A.4.d. 3B.2.h.	4C.1.j. 4E.2.j.	5A.4. 5A.4.a.	6A.6. 6B.4.a.	7B.1. 7B.5.b.	8B.3.d. 8D.1.f.	9B.1.h. 9B.4.k.	10B.2.e. 10C.4.c.	11A.4.f. 11C.2.d.
1B.5.a. 1C.5.h.	2A.5.h. 2B.3.f.	3A.4.e. 3B.2.i.	4C.1.k. 4E.2.k.	5A.4.a. 5A.4.b.	6A.6.a. 6B.4.b.	7B.1.a. 7B.5.c.	8B.3.e. 8D.1.g.	9B.1.i. 9B.4.l.	10B.2.f. 10C.4.d.	11A.4.g. 11C.2.e.
1B.5.b. 1C.6.	2A.5.i. 2B.3.g.	3A.4.f. 3B.2.j.	4C.2. 4E.2.l.	5A.4.b. 5A.4.c.	6A.6.b. 6B.4.c.	7B.1.b. 7B.5.d.	8B.3.f. 8D.1.h.	9B.1.j. 9B.4.m.	10B.2.g. 10C.4.e.	11A.4.h. 11C.2.f.
1B.5.c. 1C.6.a.	2A.5.j. 2B.3.h.	3A.4.g. 3B.2.k.	4C.2.a. 4E.2.m.	5A.4.c. 5A.4.d.	6A.6.c. 6B.4.d.	7B.1.c. 7B.5.e.	8B.3.g. 8D.1.i.	9B.1.k. 9B.4.n.	10B.2.h. 10C.4.f.	11A.4.i. 11C.2.g.
1B.5.d. 1C.6.b.	2A.6. 2B.3.i.	3A.4.h. 3B.3.	4C.2.b. 4E.2.n.	5A.4.d. 5A.4.e.	6A.6.d. 6B.4.e.	7B.1.d. 7B.5.f.	8B.3.h. 8D.1.j.	9B.1.l. 9B.4.o.	10B.2.i. 10C.4.g.	11A.4.j. 11C.2.h.
1B.5.e. 1C.6.c.	2A.6.a. 2B.3.j.	3A.4.i. 3B.3.a.	4C.2.c. 4E.2.o.	5A.4.e. 5A.4.f.	6A.6.e. 6B.4.f.	7B.1.e. 7B.5.g.	8B.4. 8D.2.	9B.1.m. 9B.4.p.	10B.2.j. 10C.4.h.	11A.4.k. 11C.2.i.
1B.5.f. 1C.6.d.	2A.6.b. 2B.3.k.	3A.4.j. 3B.3.b.	4C.2.d. 4E.2.p.	5A.4.f. 5A.4.g.	6A.6.f. 6B.4.g.	7B.1.f. 7B.5.h.	8B.4.a. 8D.2.a.	9B.1.n. 9B.4.q.	10B.2.k. 10C.4.i.	11A.4.l. 11C.2.j.
1B.5.g. 1C.6.e.	2A.6.c. 2B.3.l.	3A.4.k. 3B.3.c.	4C.2.e. 4E.2.q.	5A.4.g. 5A.4.h.	6A.6.g. 6B.4.h.	7B.1.g. 7B.5.i.	8B.4.b. 8D.2.b.	9B.1.o. 9B.4.r.	10B.2.l. 10C.4.j.	11A.4.m. 11C.2.k.
1B.5.h. 1C.6.f.	2A.6.d. 2B.3.m.	3A.4.l. 3B.3.d.	4C.2.f. 4E.2.r.	5A.4.h. 5A.4.i.	6A.6.h. 6B.5.	7B.1.h. 7B.5.j.	8B.4.c. 8D.2.c.	9B.1.p. 9B.4.s.	10B.2.m. 10C.4.k.	11A.4.n. 11C.2.l.
1B.5.i. 1C.6.g.	2A.6.e. 2B.3.n.	3A.4.m. 3B.3.e.	4C.2.g. 4E.2.s.	5A.4.i. 5A.4.j.	6A.6.i. 6B.5.a.	7B.1.i. 7B.5.k.	8B.4.d. 8D.2.d.	9B.1.q. 9B.4.t.	10B.2.n. 10C.4.l.	11A.4.o. 11C.2.m.
1B.5.j. 1C.6.h.	2A.6.f. 2B.3.o.	3A.4.n. 3B.3.f.	4C.2.h. 4E.2.t.	5A.4.j. 5A.4.k.	6A.6.j. 6B.5.b.	7B.1.j. 7B.5.l.	8B.4.e. 8D.2.e.	9B.1.r. 9B.4.u.	10B.2.o. 10C.4.m.	11A.4.p. 11C.2.n.
1B.5.k. 1C.6.i.	2A.6.g. 2B.3.p.	3A.5. 3B.3.g.		5A.4.k. 5A.4.l.	6A.6.k. 6B.5.c.		8B.4.f. 8D.2.f.		10B.2.p. 10C.4.n.	11A.4.q. 11C.2.o.
1B.5.l. 1C.6.j.	2A.6.h. 2B.3.q.	3A.5.a. 3B.3.h.			6A.6.l. 6B.5.d.				10B.2.q. 10C.4.o.	11A.4.r. 11C.2.p.
1B.5.m. 1C.6.k.	2A.6.i. 2B.3.r.	3A.5.b. 3B.3.i.			6A.6.m. 6B.5.e.				10B.2.r. 10C.4.p.	11A.4.s. 11C.2.q.
1B.5.n. 1C.6.l.	2A.6.j. 2B.3.s.	3A.5.c. 3B.3.j.			6A.6.n. 6B.5.f.				10B.2.s. 10C.4.q.	11A.4.t. 11C.2.r.
1B.5.o. 1C.6.m.	2A.6.k. 2B.3.t.	3A.5.d. 3B.3.k.			6A.6.o. 6B.5.g.				10B.2.t. 10C.4.r.	11A.4.u. 11C.2.s.
1B.5.p. 1C.6.n.		3A.5.e. 3B.3.l.			6A.7. 6B.5.h.				10B.2.u. 10C.4.s.	11A.4.v. 11C.2.t.
1B.5.q. 1C.6.o.		3A.5.f. 3B.3.m.			6A.7.a. 6B.5.i.				10B.2.v. 10C.4.t.	11A.4.w. 11C.2.u.
1B.5.r. 1C.6.p.		3A.5.g. 3B.3.n.			6A.7.b. 6B.5.j.				10B.2.w. 10C.4.u.	11A.4.x. 11C.2.v.
1B.5.s. 1C.6.q.		3A.5.h. 3B.3.o.			6A.7.c. 6B.5.k.				10B.2.x. 10C.4.v.	11A.4.y. 11C.2.w.
1B.5.t. 1C.6.r.		3B.3.p.			6A.7.d. 6B.5.l.				10B.2.y. 10C.4.w.	11A.4.z. 11C.2.x.
1B.5.u. 1C.6.s.		3B.3.q.			6A.7.e. 6B.5.m.				10B.2.z. 10C.4.x.	11A.5. 11C.2.y.
1B.5.v. 1C.6.t.		3B.3.r.			6A.8. 6B.5.n.				10B.3. 10C.4.y.	11B. 11C.2.z.
1B.5.w. 1C.6.u.		3B.3.s.			6A.8.a. 6B.5.o.				10B.3.a. 10C.4.z.	11B.1. 11C.3.
1B.5.x. 1C.6.v.		3B.3.t.			6A.8.b. 6B.5.p.				10B.3.b. 10C.5.	11B.1.a. 11C.3.a.
1B.5.y. 1C.6.w.		3B.3.u.			6A.8.c. 6B.5.q.				10B.3.c. 10C.5.a.	11B.1.b. 11C.3.b.
1B.5.z. 1C.6.x.		3B.3.v.			6A.8.d. 6B.5.r.				10B.3.d. 10C.5.b.	11B.1.c. 11C.3.c.
1B.6. 1C.6.y.		3B.3.w.			6A.8.e. 6B.5.s.				10B.3.e. 10C.5.c.	11B.1.d. 11C.3.d.
1B.6.a. 1C.6.z.		3B.3.x.			6A.8.f. 6B.5.t.				10B.3.f. 10C.5.d.	11B.1.e. 11C.3.e.
1B.6.b. 1C.7.		3B.3.y.			6A.8.g. 6B.5.u.				10B.3.g. 10C.5.e.	11B.1.f. 11C.3.f.
1B.6.c. 1C.7.a.		3B.3.z.			6A.8.h. 6B.5.v.				10B.3.h. 10C.5.f.	11B.1.g. 11C.3.g.
1B.6.d. 1C.7.b.		3B.4.			6A.8.i. 6B.5.w.				10B.3.i. 10C.5.g.	11B.1.h. 11C.3.h.
1B.6.e. 1C.7.c.		3B.4.a.			6A.8.j. 6B.5.x.				10B.3.j. 10C.5.h.	11B.1.i. 11C.3.i.
1B.6.f. 1C.7.d.		3B.4.b.			6A.8.k. 6B.5.y.				10B.3.k. 10C.5.i.	11B.1.j. 11C.3.j.
1B.6.g. 1C.7.e.		3B.4.c.			6A.8.l. 6B.5.z.				10B.3.l. 10C.5.j.	11B.1.k. 11C.3.k.
1B.6.h. 1C.7.f.		3B.4.d.								

Work and Leisure		Spiritual Life		Business and Industry		Law Enforcement		Military		Education		Sports		Intellectual Life			The Face of Alberta		
Theme 10		Theme 11		Theme 12		Theme 13		Theme 14		Theme 15		Theme 16		Theme 17			Theme 18		
10.A.	10.C.	11.A.	11.B.	12.A.	12.C.1.j.	13.A.	13.C.2.	14.A.	14.B.4.	15.A.	15.B.	16.A.	17.A.	17.B.1.c.	17.C.	18.A.	18.B.5.	18.C.4.	
10.A.1.	10.C.1.	11.A.1.	11.B.1.	12.A.1.	12.C.1.k.	13.A.1.	13.C.2.a.	14.A.1.	14.B.4.a.	15.A.1.	15.B.1.	16.A.1.	17.A.1.	17.B.1.d.	17.C.1.	18.A.1.	18.B.5.a.	18.C.4.a.	
10.A.1.a.	10.C.1.a.	11.A.1.a.	11.B.1.a.	12.A.1.a.	12.C.1.l.	13.A.1.a.	13.C.2.b.	14.A.1.a.	14.B.4.b.	15.A.1.a.	15.B.1.a.	16.A.1.a.	17.A.1.a.	17.B.1.e.	17.C.1.a.	18.A.1.a.	18.B.5.b.	18.C.4.b.	
10.A.1.b.	10.C.1.b.	11.A.1.b.	11.B.1.b.	12.A.1.b.	12.C.1.m.	13.A.1.b.	13.C.2.c.	14.A.1.b.	14.B.4.c.	15.A.1.b.	15.B.1.b.	16.A.1.b.	17.A.1.b.	17.B.1.f.	17.C.1.b.	18.A.1.b.	18.B.5.c.	18.C.4.c.	
10.A.1.c.	10.C.1.c.	11.A.1.c.	11.B.1.c.	12.A.1.c.	12.C.1.n.	13.A.2.	13.C.2.d.	14.A.1.c.	14.B.4.d.	15.A.1.c.	15.B.1.c.	16.A.1.c.	17.A.1.c.	17.B.1.g.	17.C.1.c.	18.A.1.c.	18.B.5.d.	18.C.4.d.	
10.A.1.d.	10.C.1.d.	11.A.1.d.	11.B.1.d.	12.A.1.d.	12.C.2.	13.A.2.a.	13.C.3.	14.A.1.d.	14.B.4.e.	15.A.1.d.	15.B.1.d.	16.A.1.d.	17.A.1.d.	17.B.1.h.	17.C.1.d.	18.A.2.	18.B.5.e.	18.C.4.e.	
10.A.1.e.	10.C.1.e.	11.A.1.e.	11.B.1.e.	12.A.1.e.	12.C.2.a.	13.A.2.b.	13.C.3.a.	14.A.2.	14.B.4.f.	15.A.1.e.	15.B.1.e.	16.A.1.e.	17.A.1.e.	17.B.1.i.	17.C.1.e.	18.A.2.a.	18.B.5.f.	18.C.4.f.	
10.A.1.f.	10.C.1.f.	11.A.1.f.	11.B.1.f.	12.A.2.	12.C.2.b.	13.A.2.c.	13.C.3.b.	14.A.2.a.	14.B.4.g.	15.A.2.	15.B.1.f.	16.A.1.f.	17.A.1.f.	17.B.1.j.	17.C.1.f.	18.A.2.b.	18.B.5.g.	18.C.4.g.	
10.A.2.	10.C.1.g.	11.A.1.g.	11.B.1.g.	12.A.2.a.	12.C.2.c.	13.A.2.d.	13.C.3.c.	14.A.2.b.	14.B.5.	15.A.2.a.	15.B.1.g.	16.A.1.g.	17.A.1.g.	17.B.1.k.	17.C.1.g.	18.A.2.c.		18.C.4.h.	
10.A.2.a.	10.C.1.h.	11.A.1.h.	11.B.1.h.	12.A.2.b.	12.C.2.d.	13.A.3.	13.C.3.d.	14.A.2.c.	14.B.5.a.	15.A.2.b.	15.B.2.	16.A.1.h.	17.A.1.h.	17.B.1.l.	17.C.1.h.	18.A.2.d.	18.C.	18.C.5.	
10.A.2.b.	10.C.1.i.	11.A.1.i.	11.B.1.i.	12.A.2.c.	12.C.2.e.	13.A.3.a.	13.C.3.e.	14.A.2.d.	14.B.5.b.	15.A.2.c.	15.B.2.a.	16.A.1.i.	17.A.1.i.	17.B.1.m.	17.C.1.i.	18.A.2.e.	18.C.1.	18.C.5.a.	
10.A.2.c.	10.C.1.j.	11.A.1.j.	11.B.1.j.	12.A.2.d.	12.C.2.f.	13.A.3.b.	13.C.4.	14.A.2.e.	14.B.5.c.	15.A.2.d.	15.B.2.b.	16.A.1.j.	17.A.2.	17.B.1.n.	17.C.2.	18.A.2.f.	18.C.1.a.	18.C.5.b.	
10.A.2.d.	10.C.2.	11.A.2.	11.B.1.k.	12.A.2.e.	12.C.3.	13.A.4.	13.C.4.a.	14.A.2.f.	14.B.5.d.	15.A.2.e.	15.B.2.c.	16.A.1.k.	17.A.2.a.	17.B.1.o.	17.C.2.a.	18.A.3.	18.C.1.b.	18.C.5.c.	
10.A.2.e.	10.C.2.a.	11.A.2.a.	11.B.2.	12.A.2.f.	12.C.3.a.	13.A.4.a.	13.C.4.b.	14.A.2.g.	14.B.5.e.	15.A.3.	15.B.2.d.	16.A.1.l.	17.A.2.b.	17.B.2.	17.C.2.b.	18.A.3.a.	18.C.1.c.	18.C.5.d.	
10.A.2.f.	10.C.2.b.	11.A.2.b.	11.B.2.a.	12.A.2.g.	12.C.3.b.	13.A.4.b.	13.C.4.c.	14.A.3.	14.B.5.f.	15.A.3.a.	15.B.3.	16.A.1.m.	17.A.2.c.	17.B.2.a.	17.C.2.c.	18.A.3.b.	18.C.1.d.	18.C.5.e.	
10.A.3.	10.C.2.c.	11.A.2.c.	11.B.2.b.	12.A.2.h.	12.C.3.c.		13.C.4.d.	14.A.3.a.	14.B.5.g.	15.A.3.b.	15.B.3.a.	16.A.2.	17.A.2.d.	17.B.2.b.	17.C.2.d.		18.C.1.e.	18.C.5.f.	
10.A.3.a.	10.C.2.d.	11.A.2.d.	11.B.2.c.		12.C.3.d.	13.B.	13.C.4.e.	14.A.3.b.		15.A.3.c.	15.B.3.b.	16.A.2.a.	17.A.2.e.	17.B.2.c.	17.C.2.e.	18.B.	18.C.1.f.	18.C.5.g.	
10.A.3.b.	10.C.2.e.	11.A.2.e.	11.B.2.d.	12.B.	12.C.3.e.	13.B.1.	13.C.4.f.	14.A.3.c.	14.C.	15.A.3.d.	15.B.3.c.	16.A.2.b.	17.A.2.f.	17.B.2.d.	17.C.2.f.	18.B.1.	18.C.1.g.	18.C.6.	
10.A.3.c.	10.C.2.f.	11.A.2.f.	11.B.2.e.	12.B.1.	12.C.3.f.	13.B.1.a.	13.C.4.g.	14.A.3.d.	14.C.1.	15.A.3.e.	15.B.3.d.	16.A.2.c.	17.A.2.g.	17.B.2.e.	17.C.2.g.	18.B.1.a.	18.C.1.h.	18.C.6.a.	
10.A.3.d.	10.C.2.g.	11.A.2.g.	11.B.2.f.	12.B.1.a.	12.C.3.g.	13.B.1.b.	13.C.4.h.	14.A.3.e.	14.C.1.a.		15.B.3.e.	16.A.2.d.	17.A.2.h.	17.B.2.f.	17.C.3.	18.B.1.b.	18.C.1.i.	18.C.6.b.	
10.A.3.e.	10.C.2.h.	11.A.2.h.	11.B.2.g.	12.B.1.b.	12.C.4.	13.B.1.c.	13.C.4.i.		14.C.1.b.	15.A.4.	15.B.3.f.	16.A.2.e.	17.A.2.i.	17.B.2.g.	17.C.3.a.	18.B.1.c.	18.C.1.j.	18.C.6.c.	
10.A.3.f.	10.C.2.i.	11.A.2.i.	11.B.2.h.	12.B.1.c.	12.C.4.a.	13.B.1.d.	13.C.5.	14.B.	14.C.1.c.	15.A.4.a.		16.A.2.f.	17.A.3.	17.B.2.h.	17.C.3.b.	18.B.1.d.	18.C.2.	18.C.6.d.	
	10.C.2.j.	11.A.3.		12.B.1.d.	12.C.4.b.	13.B.1.e.	13.C.5.a.	14.B.1.	14.C.1.d.	15.A.4.b.		16.A.2.g.	17.A.3.a.	17.B.2.i.	17.C.3.c.	18.B.1.e.	18.C.2.a.	18.C.6.e.	
10.B.	10.C.2.k.	11.A.3.a.	11.C.	12.B.1.e.	12.C.4.c.	13.B.1.f.	13.C.5.b.	14.B.1.a.	14.C.1.e.	15.A.4.c.		16.A.2.h.	17.A.3.b.	17.B.2.j.	17.C.3.d.	18.B.1.f.	18.C.2.b.	18.C.6.f.	
10.B.1.	10.C.2.l.	11.A.3.b.	11.C.1.	12.B.2.	12.C.5.	13.B.2.	13.C.5.c.	14.B.1.b.	14.C.1.f.	15.A.4.d.		16.A.2.i.	17.A.3.c.	17.B.2.k.	17.C.3.e.	18.B.1.g.	18.C.2.c.	18.C.6.g.	
10.B.1.a.	10.C.2.m.	11.A.3.c.	11.C.1.a.	12.B.2.a.	12.C.5.a.	13.B.2.a.	13.C.5.d.	14.B.1.c.	14.C.1.g.	15.A.4.e.		16.A.2.j.	17.A.3.d.	17.B.2.l.	17.C.3.f.	18.B.2.	18.C.2.d.	18.C.6.h.	
10.B.1.b.	10.C.3.	11.A.3.d.	11.C.1.b.	12.B.2.b.	12.C.5.b.	13.B.2.b.	13.C.5.e.	14.B.2.	14.C.1.h.	15.A.4.f.			17.A.3.e.	17.B.2.m.	17.C.3.g.	18.B.2.a.	18.C.2.e.	18.C.6.i.	
10.B.1.c.	10.C.3.a.	11.A.3.e.	11.C.1.c.	12.B.2.c.	12.C.5.c.	13.B.2.c.	13.C.6.	14.B.2.a.	14.C.2.	15.A.5.		16.B.	17.A.3.f.	17.B.2.n.	17.C.3.h.	18.B.2.b.	18.C.2.f.	18.C.6.j.	
10.B.1.d.	10.C.3.b.	11.A.3.f.	11.C.1.d.	12.B.2.d.	12.C.5.d.	13.B.2.d.	13.C.6.a.	14.B.2.b.	14.C.2.a.	15.A.5.a.		16.B.1.	17.A.3.g.	17.B.2.o.	17.C.3.i.	18.B.2.c.	18.C.2.g.	18.C.6.k.	
10.B.1.e.	10.C.3.c.	11.A.3.g.	11.C.1.e.	12.B.2.e.		13.B.2.e.	13.C.6.b.	14.B.2.c.	14.C.2.b.	15.A.5.b.		16.B.1.a.	17.A.3.h.	17.B.3.	17.C.4.	18.B.2.d.	18.C.2.h.	18.C.6.l.	
10.B.1.f.	10.C.3.d.	11.A.4.	11.C.1.f.	12.B.3.	12.D.	13.B.2.f.	13.C.6.c.	14.B.2.d.	14.C.2.c.	15.A.5.c.		16.B.1.b.	17.A.3.i.	17.B.3.a.	17.C.4.a.	18.B.2.e.	18.C.2.i.	18.C.6.m.	
10.B.2.	10.C.3.e.	11.A.4.a.	11.C.1.g.	12.B.3.a.	12.D.1.	13.B.2.g.	13.C.6.d.	14.B.2.e.	14.C.2.d.	15.A.5.d.		16.B.1.c.	17.A.4.	17.B.3.b.	17.C.4.b.	18.B.2.f.	18.C.2.j.	18.C.6.n.	
10.B.2.a.	10.C.3.f.	11.A.4.b.	11.C.2.	12.B.3.b.	12.D.1.a.	13.B.3.	13.C.6.e.	14.B.2.f.	14.C.2.e.	15.A.5.e.		16.B.1.d.	17.A.4.a.	17.B.3.c.	17.C.4.c.	18.B.2.g.	18.C.2.k.	18.C.6.o.	
10.B.2.b.	10.C.4.	11.A.4.c.	11.C.2.a.	12.B.3.c.	12.D.1.b.	13.B.3.a.	13.C.6.f.	14.B.2.g.	14.C.2.f.	15.A.5.f.		16.B.1.e.	17.A.4.b.	17.B.3.d.	17.C.4.d.	18.B.2.h.	18.C.3.		
10.B.2.c.	10.C.4.a.	11.A.4.d.	11.C.2.b.	12.B.3.d.	12.D.2.	13.B.3.b.	13.C.6.g.	14.B.2.h.	14.C.2.g.	15.A.5.g.		16.B.1.f.	17.A.4.c.	17.B.3.e.	17.C.4.e.	18.B.2.i.	18.C.3.a.		
10.B.2.d.	10.C.4.b.	11.A.4.e.	11.C.2.c.	12.B.3.e.	12.D.2.a.	13.B.3.c.		14.B.2.i.	14.C.3.	15.A.5.h.		16.B.1.g.	17.A.4.d.	17.B.3.f.	17.C.4.f.	18.B.2.j.	18.C.3.b.		
10.B.2.e.	10.C.4.c.	11.A.4.f.	11.C.2.d.	12.B.3.f.	12.D.2.b.	13.B.3.d.		14.B.2.j.	14.C.3.a.	15.A.5.i.		16.B.2.	17.A.4.e.	17.B.3.g.	17.C.4.g.	18.B.2.k.	18.C.3.c.		
10.B.2.f.	10.C.4.d.	11.A.4.g.	11.C.2.e.	12.B.3.g.	12.D.2.c.	13.B.3.e.		14.B.2.k.	14.C.3.b.	15.A.5.j.		16.B.2.a.	17.A.4.f.	17.B.3.h.	17.C.4.h.	18.B.3.	18.C.3.d.		
10.B.2.g.		11.A.4.h.	11.C.2.f.	12.B.3.h.	12.D.2.d.	13.B.3.f.		14.B.2.l.	14.C.3.c.			16.B.2.b.	17.A.4.g.	17.B.3.i.		18.B.3.a.	18.C.3.e.		
10.B.2.h.		11.A.4.i.		12.B.3.i.	12.D.2.e.	13.B.3.g.		14.B.2.m.	14.C.3.d.			16.B.2.c.	17.A.4.h.	17.B.3.j.		18.B.3.b.	18.C.3.f.		
10.B.2.i.				12.B.3.j.	12.D.2.f.	13.B.4.		14.B.3.				16.B.2.d.	17.A.4.i.	17.B.3.k.		18.B.3.c.	18.C.3.g.		
10.B.2.j.				12.B.3.k.	12.D.2.g.	13.B.4.a.		14.B.3.a.				16.B.2.e.		17.B.3.l.		18.B.3.d.	18.C.3.h.		
10.B.2.k.					12.D.3.	13.B.4.b.		14.B.3.b.				16.B.2.f.	17.B.	17.B.3.m.		18.B.3.e.	18.C.3.i.		
10.B.2.l.					12.D.3.a.	13.B.4.c.		14.B.3.c.				16.B.2.g.	17.B.1.	17.B.3.n.		18.B.3.f.	18.C.3.j.		
10.B.2.m.				12.C.	12.D.3.b.			14.B.3.d.				16.B.3.	17.B.1.a.	17.B.3.o.		18.B.4.	18.C.3.k.		
10.B.3.				12.C.1.	12.D.3.c.	13.C.		14.B.3.e.				16.B.3.a.	17.B.1.b.			18.B.4.a.	18.C.3.l.		
10.B.3.a.				12.C.1.b.	12.D.3.d.	13.C.1.		14.B.3.f.				16.B.3.b.				18.B.4.b.			
10.B.3.b.				12.C.1.c.	12.D.3.e.	13.C.1.a.		14.B.3.g.				16.B.3.c.				18.B.4.c.			
10.B.3.c.				12.C.1.d.	12.D.3.f.	13.C.1.b.		14.B.3.h.				16.B.3.d.				18.B.4.d.			
10.B.3.d.				12.C.1.e.	12.D.3.g.	13.C.1.c.		14.B.3.i.				16.B.3.e.				18.B.4.e.			
10.B.3.e.				12.C.1.f.	12.D.3.h.	13.C.1.d.		14.B.3.j.				16.B.3.f.				18.B.4.f.			
				12.C.1.g.		13.C.1.e.										18.B.4.g.			
				12.C.1.h.		13.C.1.f.													
				12.C.1.i.		13.C.1.g.													






Figure 10

**Designated Resources in Alberta
plotted by number of resources
on the *Master Plan 2005* Thematic
Framework Worksheet**

Figure 10 Designated Resources in Alberta plotted by number of resources on the Master Plan 2005 Thematic Framework Worksheet

Prehistoric Alberta	Fur Trade	Aboriginal Life	Resource Development	Transportation	Agricultural Development	Urban Development	Politics and Government	Health
Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8	Theme 9
1A. 1C. 1D. 1A.1. 1C.1. 1D.1. 1A.1.a. 1C.1.a. 1D.1.a. 1A.1.b. 1C.2. 1D.2. 1A.2. 1C.2.a. 1D.2.a. 1A.2.a. 1C.2.b. 1D.2.b. 1A.2.b. 1C.2.c. 1D.2.c. 1A.3. 1C.2.d. 1D.2.d. 1A.3.a. 1C.2.e. 1D.2.e. 1C.2.f. 1D.2.f. 1B. 1C.2.g. 1D.2.g. 1B.1. 1C.2.h. 1D.2.h. 1B.1.a. 1C.3. 1D.3. 1B.2. 1C.3.a. 1D.3.a. 1B.2.a. 1C.3.b. 1D.3.b. 1B.2.b. 1C.3.c. 1D.3.c. 1B.2.c. 1C.3.d. 1D.3.d. 1B.2.d. 1C.3.e. 1D.3.e. 1B.2.e. 1C.3.f. 1D.3.f. 1B.2.f. 1C.3.g. 1D.3.g. 1B.2.g. 1C.3.h. 1D.3.h. 1B.2.h. 1C.4. 1D.4. 1B.3. 1C.4.a. 1D.4.a. 1B.3.a. 1C.4.b. 1D.4.b. 1B.3.b. 1C.4.c. 1D.4.c. 1B.3.c. 1C.4.d. 1D.4.d. 1B.3.d. 1C.4.e. 1D.4.e. 1B.3.e. 1C.4.f. 1D.4.f. 1B.3.f. 1C.4.g. 1D.4.g. 1B.3.g. 1C.4.h. 1D.4.h. 1B.3.h. 1C.5. 1B.4. 1C.5.a. 1B.4.a. 1C.5.b. 1B.4.b. 1C.5.c. 1B.4.c. 1C.5.d. 1B.4.d. 1C.5.e. 1B.4.e. 1C.5.f. 1B.4.f. 1C.5.g. 1B.4.g. 1C.5.h. 1B.4.h. 1C.5.i. 1B.4.i. 1C.5.j. 1B.4.j. 1C.5.k. 1B.4.k. 1C.5.l. 1B.4.l. 1C.5.m. 1B.4.m. 1C.5.n. 1B.4.n. 1C.5.o. 1B.4.o. 1C.5.p. 1B.4.p. 1C.5.q. 1B.4.q. 1C.5.r. 1B.4.r. 1C.5.s. 1B.4.s. 1C.5.t. 1B.4.t. 1C.5.u. 1B.4.u. 1C.5.v. 1B.4.v. 1C.5.w. 1B.4.w. 1C.5.x. 1B.4.x. 1C.5.y. 1B.4.y. 1C.5.z.	2A. 2A.7. 2A.1. 2A.7.a. 2A.1.a. 2A.7.b. 2A.1.b. 2A.7.c. 2A.1.c. 2A.7.d. 2A.1.d. 2A.7.e. 2A.2. 2A.7.f. 2A.2.a. 2A.7.g. 2A.2.b. 2B. 2A.2.c. 2B.1. 2A.3. 2B.1.a. 2A.3.a. 2B.1.b. 2A.3.b. 2B.1.c. 2A.3.c. 2B.1.d. 2A.3.d. 2B.1.e. 2A.3.e. 2B.1.f. 2A.3.f. 2B.1.g. 2A.4. 2B.1.h. 2A.4.a. 2B.1.i. 2A.4.b. 2B.1.j. 2A.4.c. 2B.2. 2A.4.d. 2B.2.a. 2A.4.e. 2B.2.b. 2A.4.f. 2B.2.c. 2A.4.g. 2B.2.d. 2A.4.h. 2B.2.e. 2A.4.i. 2B.2.f. 2A.4.j. 2B.2.g. 2A.4.k. 2B.2.h. 2A.5. 2B.2.i. 2A.5.a. 2B.2.j. 2A.5.b. 2B.3. 2A.5.c. 2B.3.a. 2A.5.d. 2B.3.b. 2A.5.e. 2B.3.c. 2A.5.f. 2B.3.d. 2A.5.g. 2B.3.e. 2A.5.h. 2A.5.i. 2A.5.j. 2A.6. 2A.6.a. 2A.6.b. 2A.6.c. 2A.6.d. 2A.6.e. 2A.6.f. 2A.6.g. 2A.6.h. 2A.6.i. 2A.6.j. 2A.6.k.	3A. 3A.6. 3A.1. 3A.6.a. 3A.1.a. 3A.6.b. 3A.1.b. 3A.6.c. 3A.1.c. 3A.6.d. 3A.1.d. 3A.6.e. 3A.1.e. 3A.6.f. 3A.1.f. 3A.6.g. 3A.1.g. 3A.6.h. 3A.1.h. 3A.6.i. 3A.1.i. 3A.6.j. 3A.1.j. 3A.6.k. 3A.1.k. 3B. 3A.2. 3B.1. 3A.2.a. 3B.1.a. 3A.2.b. 3B.1.b. 3A.2.c. 3B.1.c. 3A.2.d. 3B.1.d. 3A.2.e. 3B.1.e. 3A.2.f. 3B.1.f. 3A.2.g. 3B.1.g. 3A.2.h. 3B.1.h. 3A.2.i. 3B.1.i. 3A.2.j. 3B.1.j. 3A.3. 3B.1.k. 3A.3.a. 3B.1.l. 3A.3.b. 3B.1.m. 3A.3.c. 3B.2. 3A.3.d. 3B.2.a. 3A.3.e. 3B.2.b. 3A.3.f. 3B.2.c. 3A.3.g. 3B.2.d. 3A.3.h. 3B.2.e. 3A.3.i. 3B.2.f. 3A.3.j. 3B.2.g. 3A.3.k. 3B.2.h. 3A.3.l. 3B.2.i. 3A.3.m. 3B.2.j. 3A.3.n. 3B.2.k. 3A.3.o. 3B.2.l. 3A.3.p. 3B.2.m. 3A.3.q. 3B.2.n. 3A.3.r. 3B.2.o. 3A.3.s. 3B.2.p. 3A.3.t. 3B.2.q. 3A.3.u. 3B.2.r. 3A.3.v. 3B.2.s. 3A.3.w. 3B.2.t. 3A.3.x. 3B.2.u. 3A.3.y. 3B.2.v. 3A.3.z. 3B.2.w.	4A. 4D. 4A.1. 4D.1. 4A.1.a. 4D.1.a. 4A.1.c. 4D.1.c. 4A.1.d. 4D.1.d. 4A.1.e. 4D.1.e. 4A.2. 4D.1.f. 4A.2.a. 4D.2. 4A.2.b. 4D.2.a. 4A.2.c. 4D.2.b. 4A.3. 4D.2.c. 4A.3.a. 4D.2.d. 4A.3.b. 4D.2.e. 4A.3.c. 4D.2.f. 4B. 4B.1. 4E. 4B.1.a. 4E.1. 4B.1.b. 4E.1.a. 4B.1.c. 4E.1.b. 4B.1.d. 4E.1.c. 4B.1.e. 4E.1.d. 4B.1.f. 4E.1.e. 4B.1.g. 4E.1.f. 4B.1.h. 4E.1.g. 4B.1.i. 4E.1.h. 4B.1.j. 4E.1.i. 4B.1.k. 4E.1.j. 4B.1.l. 4E.1.k. 4B.1.m. 4E.1.l. 4B.1.n. 4E.1.m. 4B.1.o. 4E.1.n. 4B.1.p. 4E.1.o. 4B.1.q. 4E.1.p. 4B.1.r. 4E.1.q. 4B.1.s. 4E.1.r. 4B.1.t. 4E.1.s. 4B.1.u. 4E.1.t. 4B.1.v. 4E.1.u. 4B.1.w. 4E.1.v. 4B.1.x. 4E.1.w. 4B.1.y. 4E.1.x. 4B.1.z. 4E.1.y.	5A. 5B. 5A.1. 5B.1. 5A.1.a. 5B.1.a. 5A.1.b. 5B.1.b. 5A.1.c. 5B.1.c. 5A.1.d. 5B.1.d. 5A.1.e. 5B.1.e. 5A.1.f. 5B.1.f. 5A.1.g. 5B.1.g. 5A.1.h. 5B.1.h. 5A.1.i. 5B.1.i. 5A.1.j. 5B.2. 5A.2. 5B.2.a. 5A.2.a. 5B.2.b. 5A.2.c. 5B.2.c. 5A.2.d. 5B.2.d. 5A.2.e. 5B.3. 5A.2.f. 5B.3.a. 5A.2.g. 5B.3.b. 5A.2.h. 5B.3.c. 5A.2.i. 5B.3.d. 5A.2.j. 5B.3.e. 5A.2.k. 5B.3.f. 5A.3. 5A.3.a. 5A.3.b. 5A.3.c. 5A.3.d. 5A.3.e. 5A.3.f. 5A.3.g. 5A.3.h. 5A.3.i. 5A.3.j. 5A.3.k. 5A.3.l. 5A.4. 5A.4.a. 5A.4.b. 5A.4.c. 5A.4.d. 5A.4.e. 5A.4.f. 5A.4.g. 5A.4.h. 5A.4.i. 5A.4.j. 5A.4.k. 5A.4.l.	6A. 6A.8.c. 6A.1. 6A.8.d. 6A.1.a. 6A.8.e. 6A.1.b. 6A.8.f. 6A.1.c. 6B. 6A.1.d. 6B.1. 6A.2. 6B.1. 6A.2.a. 6B.1.a. 6A.2.b. 6B.1.b. 6A.2.c. 6B.1.c. 6A.2.d. 6B.1.d. 6A.2.e. 6B.1.e. 6A.2.f. 6B.1.f. 6A.2.g. 6B.1.g. 6A.3. 6B.1.h. 6A.3.a. 6B.1.i. 6A.3.b. 6B.2. 6A.3.c. 6B.2.a. 6A.3.d. 6B.2.b. 6A.3.e. 6B.2.c. 6A.3.f. 6B.2.d. 6A.3.g. 6B.2.e. 6A.3.h. 6B.2.f. 6A.3.i. 6B.2.g. 6A.3.j. 6B.2.h. 6A.4. 6B.3. 6A.4.a. 6B.3.a. 6A.4.b. 6B.3.b. 6A.4.c. 6B.3.c. 6A.5. 6B.3.d. 6A.5.a. 6B.3.e. 6A.5.b. 6B.3.f. 6A.5.c. 6B.3.g. 6A.5.d. 6B.3.h. 6A.5.e. 6B.3.i. 6A.5.f. 6B.4. 6A.6. 6B.4.a. 6A.6.a. 6B.4.b. 6A.6.b. 6B.4.c. 6A.6.c. 6B.4.d. 6A.6.d. 6B.4.e. 6A.6.e. 6B.4.f. 6A.6.f. 6B.4.g. 6A.6.g. 6B.4.h. 6A.6.h. 6B.5. 6A.6.i. 6B.5.a. 6A.6.j. 6B.5.b. 6A.6.k. 6B.5.c. 6A.6.l. 6B.5.d. 6A.6.m. 6B.5.e. 6A.6.n. 6B.5.f. 6A.7. 6B.5.g. 6A.7.a. 6B.5.h. 6A.7.b. 6B.5.i. 6A.7.c. 6B.6. 6A.7.d. 6B.6.a. 6A.7.e. 6B.6.b. 6A.8. 6B.6.c. 6A.8.a. 6B.6.d. 6A.8.b. 6B.6.e. 6A.8.c. 6B.6.f.	7A. 7B.2. 7A.1. 7B.2.a. 7A.1.a. 7B.2.b. 7A.1.b. 7B.2.c. 7A.1.c. 7B.2.d. 7A.1.d. 7B.2.e. 7A.1.e. 7B.2.f. 7A.1.f. 7B.2.g. 7A.1.g. 7B.2.h. 7A.1.h. 7B.2.i. 7A.1.i. 7B.2.j. 7A.2. 7B.2.k. 7A.2.a. 7B.3. 7A.2.b. 7B.3.a. 7A.2.c. 7B.3.b. 7A.2.d. 7B.3.c. 7A.2.e. 7B.3.d. 7A.2.f. 7B.3.e. 7A.3. 7B.3.f. 7A.3.a. 7B.3.g. 7A.3.b. 7B.3.h. 7A.3.c. 7B.3.i. 7A.3.d. 7B.3.j. 7A.3.e. 7B.3.k. 7A.3.f. 7B.3.l. 7A.3.g. 7B.3.m. 7A.3.h. 7B.3.n. 7A.3.i. 7B.3.o. 7A.3.j. 7B.3.p. 7A.3.k. 7B.4. 7A.3.l. 7B.4.a. 7A.3.m. 7B.4.b. 7A.3.n. 7B.4.c. 7A.3.o. 7B.4.d. 7A.3.p. 7B.4.e. 7B.5. 7B.5.a. 7B.5.b. 7B.5.c. 7B.5.d. 7B.5.e. 7B.5.f. 7B.5.g. 7B.5.h. 7B.5.i. 7B.5.j. 7B.5.k. 7B.5.l. 7B.5.m. 7B.5.n. 7B.5.o. 7B.5.p. 7B.5.q. 7B.5.r. 7B.5.s. 7B.5.t. 7B.5.u. 7B.5.v. 7B.5.w. 7B.5.x. 7B.5.y. 7B.5.z.	8A. 8B.5. 8A.1. 8B.5.a. 8A.1.a. 8B.5.b. 8A.1.b. 8B.5.c. 8A.1.c. 8B.5.d. 8A.1.d. 8B.5.e. 8A.1.e. 8B.5.f. 8A.1.f. 8B.5.g. 8A.1.g. 8B.5.h. 8B. 8B.1. 8C. 8B.1.a. 8C.1. 8B.1.b. 8C.1.a. 8B.1.c. 8C.1.b. 8B.1.d. 8C.1.c. 8B.1.e. 8C.1.d. 8B.1.f. 8C.1.e. 8B.1.g. 8C.1.f. 8B.1.h. 8C.1.g. 8B.1.i. 8C.1.h. 8B.1.j. 8C.1.i. 8B.1.k. 8C.1.j. 8B.2. 8C.2. 8B.2.a. 8C.2.a. 8B.2.b. 8C.2.b. 8B.2.c. 8C.2.c. 8B.2.d. 8C.2.d. 8B.2.e. 8C.2.e. 8B.2.f. 8C.2.f. 8B.2.g. 8C.2.g. 8B.2.h. 8C.2.h. 8B.2.i. 8C.2.i. 8B.2.j. 8C.2.j. 8B.2.k. 8C.2.k. 8B.2.l. 8C.2.l. 8B.2.m. 8C.2.m. 8B.2.n. 8C.2.n. 8B.2.o. 8C.2.o. 8B.2.p. 8C.2.p. 8B.2.q. 8C.2.q. 8B.2.r. 8C.2.r. 8B.2.s. 8C.2.s. 8B.2.t. 8C.2.t. 8B.2.u. 8C.2.u. 8B.2.v. 8C.2.v. 8B.2.w. 8C.2.w. 8B.2.x. 8C.2.x. 8B.2.y. 8C.2.y. 8B.2.z. 8C.2.z.	9A. 9B.2. 9A.1. 9B.2.a. 9A.1.a. 9B.2.b. 9A.1.b. 9B.2.c. 9A.1.c. 9B.2.d. 9A.1.d. 9B.2.e. 9A.1.e. 9B.2.f. 9A.1.f. 9B.2.g. 9A.1.g. 9B.2.h. 9A.1.h. 9B.2.i. 9A.2. 9B.2.j. 9A.2.a. 9B.3. 9A.2.b. 9B.3.a. 9A.2.c. 9B.3.b. 9A.2.d. 9B.3.c. 9A.3. 9B.3.d. 9A.3.a. 9B.3.e. 9A.3.b. 9B.3.f. 9A.4. 9B.3.g. 9A.4.a. 9B.3.h. 9A.4.b. 9B.3.i. 9A.4.c. 9B.3.j. 9A.4.d. 9B.3.k. 9A.4.e. 9B.3.l. 9A.4.f. 9B.3.m. 9A.4.g. 9B.4. 9A.4.h. 9B.4.a. 9B. 9B.4.b. 9B.1. 9B.4.c. 9B.1.a. 9B.4.d. 9B.1.b. 9B.4.e. 9B.1.c. 9B.4.f. 9B.1.d. 9B.4.g. 9B.1.e. 9B.4.h. 9B.1.f. 9B.4.i. 9B.1.g. 9B.4.j. 9B.1.h. 9B.4.k. 9B.1.i. 9B.4.l. 9B.1.j. 9B.4.m. 9B.1.k. 9B.4.n.

1 Resource
2-5 Resources
6-10 Resources
11-20 Resources
21+ Resources

 1 Resource
 2-5 Resources
 6-10 Resources
 11-20 Resources
 21+ Resources

of preservation activities, Alberta's history can best be protected and revealed. Alberta's history is a story waiting to unfold. The use of *Master Plan 2005* can help capture the full drama of this story. It should be seen as a tool adaptable to specific preservation opportunities. It is not a constraint but an enabling and empowering mechanism.

Master Plan 2005 encourages Albertans to define heritage resources in broad and inclusive terms, to understand the interrelationships between these resources, and to collect and preserve a broad range of the intellectual and material components of those resources. *Master Plan 2005* can be used when considering the preservation of resources as diverse as standing structures, archaeological sites, cultural landscapes, natural areas, archival holdings, museum collections, and a range of activities as wide as planning, protection, research, interpretation, acquisition, and education. As well, the resources

preserved need not be owned by the province, rather the *Plan* and the principles espoused therein are equally applicable to privately held resources.

Master Plan 2005 introduces ten Principles for Preservation with accompanying illustrative examples that can be used to assist those interested in preservation of their own resources in their deliberations. These principles encourage the adoption of a holistic approach when addressing heritage resources.

The Thematic Framework is based on the human social experience as manifested in Alberta. The basis of this experience is likely to have much in common with other jurisdictions in Canada and elsewhere in North America. Although the emphasis will undoubtedly need to be adapted to accommodate the specifics of other locales, the basic structure should prove adequate.

THE THEMATIC FRAMEWORK

PART IV





The Thematic Framework

The fourth section of *Master Plan 2005* contains eighteen themes in their entirety, addressing Alberta's history to 1955. Each theme contains an introduction, theme notes where appropriate, a listing of the sources consulted in the preparation of the theme introduction, and the thematic framework.

Part II: A Thematic Approach and Part III: Using *Master Plan 2005* provide the direction necessary to use the thematic framework.

The CD found in Part V at the back of this *Plan* holds a blank thematic framework and one with all those historic resources designated by the province of Alberta as Provincial Historic Resources (PHR) or Registered Historic Resources (RHR) as of January 1, 2005 slotted against it.



Sandgathe Effigy (EeOu-2), Dinosaur Provincial Park

Photographer: John H. Brumley

Ethos Photo Record, 77-9:9, Ethos Consultants Ltd.

Theme 1. Prehistoric Alberta

Old Man was travelling about, south of here, making the people. He came from the south, travelling north, making animals and birds as he passed along. He made the Milk River (the Teton) and crossed it, and, being tired, he went up on a little hill and lay down to rest. As he lay on his back, stretched out on the ground, with arms extended, he marked himself out with stones,— the shape of his body, head, legs, arms, and everything. There you can see those rocks today.

(Grinnell 1907:137)

When he came nearly to the Red Deer's River, he reached the hill where the Old Man sleeps. There he lay down and rested himself. The form of his body is to be seen there yet.

(Grinnell 1907:143)

The ancient history (prehistory) of Alberta, from the initial settlement of the province over 11,000 years ago to the coming of the Europeans, is largely undiscovered. The primary means of exploring this past is through the application of the methods and theories of archaeology to the physical remains of the past preserved in archaeological sites. However, the discovery of archaeological sites is to some extent fortuitous, and many gaps exist in the archaeological record for certain time periods and certain geographic areas. Thus, this theme of *Master Plan 2005* is designed to accommodate new archaeological

discoveries. Given the minimal knowledge about many parts of the prehistoric past, almost any site discovery may be potentially important.

Changes in projectile point styles represent both temporal and social divisions of the prehistoric inhabitants of Alberta. The named styles (e.g., Clovis, Folsom, etc.) are sometimes thought to be ethnically diagnostic since it is assumed that sites containing points of the same style are the product of peoples sharing similar cultural traditions; these sites are grouped together into “phases”. These phases form the basic building blocks of prehistory. However, much of the archaeological past of the province is so poorly known that it cannot yet be organized in this fashion.

Alberta’s environments vary spatially from the northern forests to the southern plains, and human adaptation varies accordingly. Alberta’s environments also changed through time. Except, perhaps, during the initial colonization of Alberta some 12,000 years ago, environmental variation has resulted in different adaptations being present in various areas of the province. Understanding environmental change is key to understanding human history.

Prehistoric adaptations emphasized a seasonal pattern of land use and resource harvesting; camp sites, game kill sites, or fishing stations represent the subsistence portion of the seasonal round. Special resource procurement sites such as tool-stone or pipestone quarries may also occur. As well, sites with significant quantities of foreign materials such as exotic lithics may indicate trade or migration. Ceremonial sites such as medicine wheels, effigies, ribstones, vision quest structures, and rock art (petroglyphs and pictographs) are also present in the archaeological record. Thus, archaeological insights into the ideational realm as well as the economic arena of past cultures are possible.

Lastly, a note on dates is required. The dates listed here are conventional Christian calendar dates. Archaeologists generally date sites in radiocarbon years before present (by convention A.D. 1950). To convert a radiocarbon date to a calendar date, a calibration is required to account for fluctuations of carbon 14. Recent research indicates that radiocarbon dates of 11,500 years ago actually represent dates of 13,500 years ago. However, no corrections have been applied to the dates presented here.

1.a. The First People

Most scientists believe that the first people to enter North America crossed the Bering Land Bridge between Siberia and Alaska at least 25,000 years ago when the lowered sea levels provided a broad land connection between the continents. If this crossing happened much earlier than 25,000 years ago, during mid-Wisconsinan times, penetration of the rest of the New World would have been possible; a few scientists believe that this occurred. The advance of about 20,000 years ago of the glacial ice in the Late Wisconsinan period would have prevented peoples resident in Alaska and the Yukon from proceeding southward, unless boat travel down the British Columbia coast was possible. Ice originating in the mountains collided in Alberta with ice originating in Hudson Bay, and this effectively sealed any passage to the south from the dry Arctic.

By about 15,000 years ago, the massive ice sheets had begun to melt, exposing land along the southern margins and along the juncture of the ice masses which originated in the mountains and which had expanded from Hudson Bay. This melting gradually formed an “ice-free” corridor extending from the Yukon through northeastern British Columbia to Alberta and would have provided the earliest interior land route to North America south of the remnant ice sheets. Thus Alberta may contain some of the earliest archaeological sites representing the initial post-glacial colonization of the New World, south of the ice sheets.

Palaeo-environmental sites containing, for example, plant fossils, pollen, geo-chemical data, and sediments relating to this early time would be rare and of great significance. The bones of gigantic ancient animals (mammoths, sloths, etc.) are also of great significance both for their environmental implications and for understanding the game hunted by the first peoples. Some archaeologists believe that initial human cultures lacked sophisticated stone chipping technology, especially projectile points, and that these sites would be difficult to recognize. It appears most probable, however, that the initial post-glacial occupation of Alberta occurred at the end of the last glacial period by hunters with advanced stone tool technology. Populations would have been small and highly mobile and this, combined with the extensive landscape

changes that have occurred in the intervening 12,000 or more years, renders the search for sites of the first peoples extraordinarily difficult. To date, no archaeological sites of the pre 10,000 B.C. period have been discovered; if such sites are eventually found, their significance will be enormous.

1.b. Early Prehistoric Period

Hunters of the period 10,000 to 5,500 B.C. were armed with large spears thrown by hand or thrust directly into the prey. The shape of the stone spear points changed in a regular manner and archaeologists can date the points on the basis of their style. The earliest recognized style is associated in the United States with hunters of the mammoth; subsequent hunters of this period pursued species of giant bison. Our knowledge of this period in Alberta is based primarily on the discovery of the distinctive spear points on the surface of the ground, especially in agricultural fields. Very few buried archaeological sites are known where the complete range of tools occurs with the bones of animals, and much of our interpretation is based on comparisons to those rare sites excavated in the United States. However, recent discoveries along the margin of the St. Mary Reservoir have revealed tracks of mammoth, camel, muskox, and extinct horse along with bones and artifacts dating to Clovis times; these discoveries indicate that important data on the Early Period is present in Alberta. It is apparent that both the landscape and human adaptation differed significantly from later times and it is very difficult to locate sites of this ancient period.

1.c. Middle Prehistoric Period

The Middle Prehistoric Period dates from between about 6,000 B.C. and A.D. 200. The period is ushered in by a marked change in projectile points; they become smaller than those of the early period and frequently contain notches that facilitated tying the points to the shaft. Comparison to specimens preserved in the dry caves of the southwestern United States indicate that the points were hafted to small, fletched spears (darts) propelled by a throwing board (a spear-thrower or atlatl). This weapon was likely invented in the southeastern U.S. and spread rapidly across the continent.

Sites from the early part of the period (Mummy Cave) are best known from the foothills region, perhaps this was a preferred habitat due to serious drought on the Plains. The subsequent Oxbow phase is well represented throughout southern Alberta, but little is known of the North at this time. The partly contemporaneous McKean phase bears striking resemblances to artifacts from the mountains and deserts of the United States and may represent a migration of peoples from that area; Oxbow phase peoples may have been pushed into the North. The McKean phase probably changes into the Pelican Lake phase in southern Alberta; northern Alberta sites appear to show relations both to the Plains and to forest cultures in the Northwest Territories. The terminal Besant phase shows relationships stretching eastward to burial mound builders along the Missouri River, and may represent an intrusion from that region. By this time, an essentially modern climate prevailed in Alberta.

The early part of the Middle Prehistoric Period coincides with the period of greatest aridity to have been seen in post-glacial Alberta. Human and animal populations may have been significantly reduced in the Plains region, and may perhaps have increased in the foothills and northern park-land regions. Numerous cultural developments appear in this period: the first tipis, communal bison hunting, and ceremonial medicine wheels, for example. The period begins with restricted trade and contact, perhaps due to adverse environmental conditions, but long distance trade and contacts rapidly redeveloped.

1.d. Late Prehistoric And Protohistoric Periods

Two technological innovations introduce the Late Prehistoric Period. Projectile points again decrease in size, signalling the appearance of the bow and arrow. As well, earthenware pottery appears in southern and central Alberta. There appears to be an increase in the number and size of archaeological sites. Buffalo jumps and pounds become frequent and the intensity of bison processing suggests the production of surpluses for export, perhaps to the cities along the Missouri River. Ceremonialism continues with the construction of medicine wheels and extensive rock art such as that at Writing-On-

Stone. In southern Alberta, a number of traits (medicine wheels, effigies, iniskims, projectile point styles) appear to link the prehistoric Old Women's phase with the historic Blackfoot. Paleo-environmental data suggests an environment subject to frequent, intermittent droughts. Lithic distributions in northeastern Alberta appear to delineate seasonal movements of Aboriginal groups, but the prehistory of much of the North continues to be enigmatic and poorly understood.

At the end of the Late Prehistoric Period, About A.D. 1600 to A.D. 1750, there is an intrusion of foreign peoples from the East into southern Alberta. Represented mostly by pottery and projectile point styles, at least one large fortified village was constructed at the ford on the Bow River near Cluny. Known as the One Gun phase, this certainly represents an intrusion of peoples related to Siouan-speaking village farmers in North and South Dakota. It is likely these people were referred to as the Snakes in early Blackfoot stories. They appear to have introduced the horse into Alberta. Firearms, brought by Cree allies of the Blackfoot, and other European goods traded by Aboriginal middlemen, form a minor addition to the traditional native crafts and tools. This period, showing both Aboriginal and European goods, is termed the Proto-historic Period. It ends in a time-transgressive manner, starting with the first European presence at Peter Pond's post in 1778.

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Theme 1. Prehistoric Alberta

1.A. The First People

1.A.1. Palaeo-Environments

- 1.A.1.a. Palaeo-environmental Sites
- 1.A.1.b. Pleistocene Megafauna Sites

1.A.2. Pre-Projectile Point Sites

- 1.A.2.a. Mid-Wisconsin Sites
- 1.A.2.b. Late Wisconsin Sites

1.A.3. Initial Occupation, Advanced Technology

- 1.A.3.a. Terminal Wisconsin Sites

1.B. Early Prehistoric (ca. 10,000–6,000 B.C.)

1.B.1. Palaeo-environments

- 1.B.1.a. Palaeo-environmental Sites

1.B.2. Clovis (and contemporary complexes)

- 1.B.2.a. Regional Variation
- 1.B.2.b. Seasonal Settlement Pattern
- 1.B.2.c. Subsistence Resource Procurement
- 1.B.2.d. Materials Procurement & Trade
- 1.B.2.e. Ceremonialism
- 1.B.2.f. Art
- 1.B.2.g. Social Organization
- 1.B.2.h. Temporal Control

1.B.3. Folsom (and contemporary complexes)

- 1.B.3.a. Regional Variation
- 1.B.3.b. Seasonal Settlement Pattern
- 1.B.3.c. Subsistence Resource Procurement
- 1.B.3.d. Materials Procurement & Trade

- 1.B.3.e. Ceremonialism
- 1.B.3.f. Art
- 1.B.3.g. Social Organization
- 1.B.3.h. Temporal Control

1.B.4. Agate Basin / Hell Gap (and contemporary complexes)

- 1.B.4.a. Regional Variation
- 1.B.4.b. Seasonal Settlement Pattern
- 1.B.4.c. Subsistence Resource Procurement
- 1.B.4.d. Materials Procurement & Trade
- 1.B.4.e. Ceremonialism
- 1.B.4.f. Art
- 1.B.4.g. Social Organization
- 1.B.4.h. Temporal Control

1.B.5. Alberta / Cody (and contemporary complexes)

- 1.B.5.a. Regional Variation
- 1.B.5.b. Seasonal Settlement Pattern
- 1.B.5.c. Subsistence Resource Procurement
- 1.B.5.d. Materials Procurement & Trade
- 1.B.5.e. Ceremonialism
- 1.B.5.f. Art
- 1.B.5.g. Social Organization
- 1.B.5.h. Temporal Control

1.B.6. Terminal Palaeo-Indian (and contemporary complexes)

- 1.B.6.a. Regional Variation
- 1.B.6.b. Seasonal Settlement Pattern
- 1.B.6.c. Subsistence Resource Procurement
- 1.B.6.d. Materials Procurement & Trade
- 1.B.6.e. Ceremonialism
- 1.B.6.f. Art
- 1.B.6.g. Social Organization
- 1.B.6.h. Temporal Control

1.C. Middle Prehistoric (ca. 6,000–200 A.D.)

1.C.1. Palaeo-environments

- 1.C.1.a. Palaeo-environmental Sites

1.C.2. Mummy Cave (and contemporary complexes)

- 1.C.2.a. Regional Variation
- 1.C.2.b. Seasonal Settlement Pattern
- 1.C.2.c. Subsistence Resource Procurement
- 1.C.2.d. Materials Procurement & Trade
- 1.C.2.e. Ceremonialism
- 1.C.2.f. Art
- 1.C.2.g. Social Organization
- 1.C.2.h. Temporal Control

1.C.3. Oxbow (and contemporary complexes)

- 1.C.3.a. Regional Variation
- 1.C.3.b. Seasonal Settlement Pattern
- 1.C.3.c. Subsistence Resource Procurement
- 1.C.3.d. Materials Procurement & Trade
- 1.C.3.e. Ceremonialism
- 1.C.3.f. Art
- 1.C.3.g. Social Organization
- 1.C.3.h. Temporal Control

1.C.4. McKean (and contemporary complexes)

- 1.C.4.a. Regional Variation
- 1.C.4.b. Seasonal Settlement Pattern
- 1.C.4.c. Subsistence Resource Procurement
- 1.C.4.d. Materials Procurement & Trade
- 1.C.4.e. Ceremonialism
- 1.C.4.f. Art
- 1.C.4.g. Social Organization
- 1.C.4.h. Temporal Control

1.C.5. Pelican Lake (and contemporary complexes)

- 1.C.5.a. Regional Variation
- 1.C.5.b. Seasonal Settlement Pattern
- 1.C.5.c. Subsistence Resource Procurement
- 1.C.5.d. Materials Procurement & Trade
- 1.C.5.e. Ceremonialism
- 1.C.5.f. Art
- 1.C.5.g. Social Organization
- 1.C.5.h. Temporal Control

1.C.6. Besant (and contemporary complexes)

- 1.C.6.a. Regional Variation
- 1.C.6.b. Seasonal Settlement Pattern
- 1.C.6.c. Subsistence Resource Procurement
- 1.C.6.d. Materials Procurement & Trade
- 1.C.6.e. Ceremonialism
- 1.C.6.f. Art
- 1.C.6.g. Social Organization
- 1.C.6.h. Temporal Control

1.D. Late Prehistoric & Protohistoric (*ca. 200–800 A.D.*)**1.D.1. Palaeo-environments**

- 1.D.1.a. Palaeo-environmental Sites

1.D.2. Avonlea (and contemporary complexes)

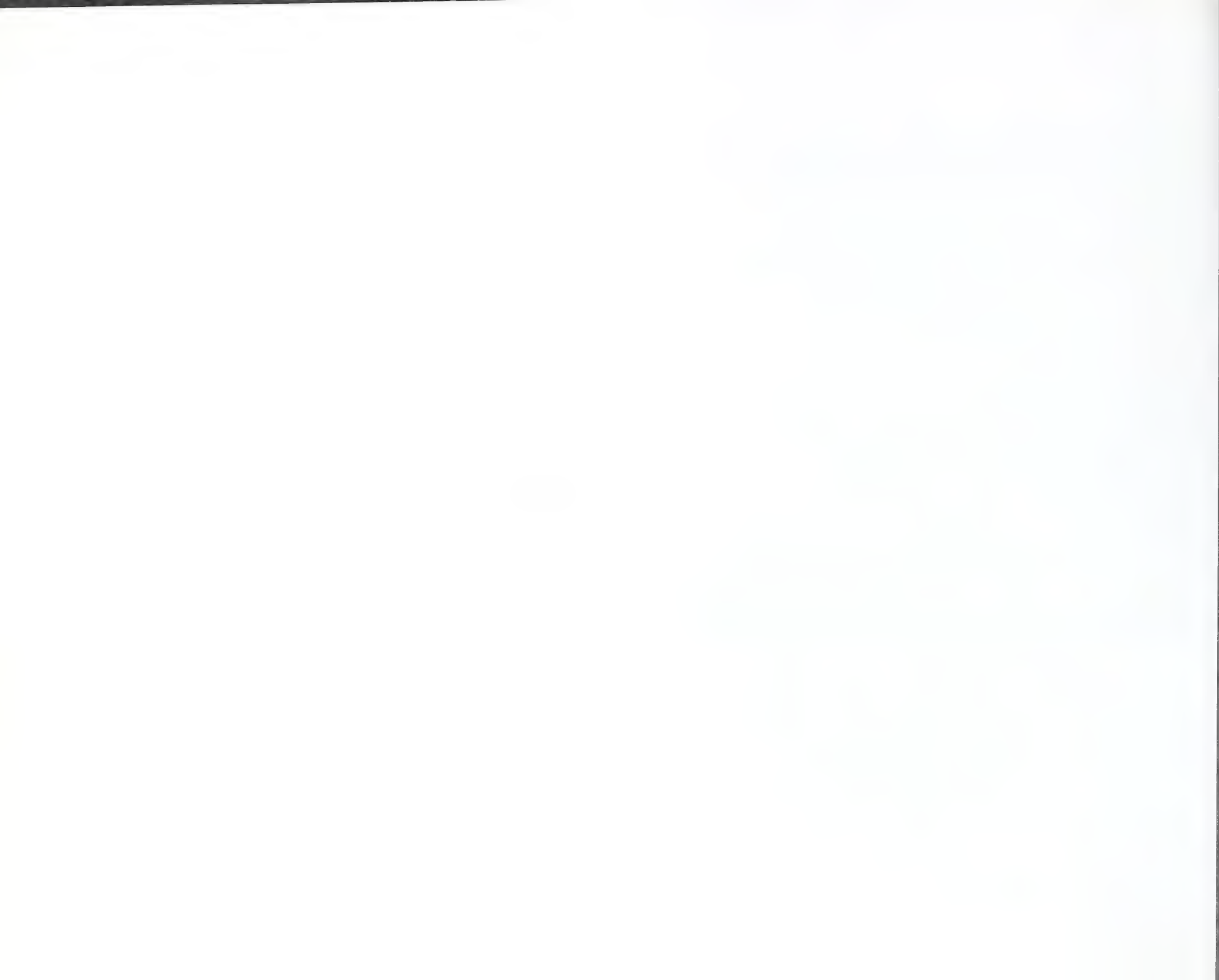
- 1.D.2.a. Regional Variation
- 1.D.2.b. Seasonal Settlement Pattern
- 1.D.2.c. Subsistence Resource Procurement
- 1.D.2.d. Materials Procurement & Trade
- 1.D.2.e. Ceremonialism
- 1.D.2.f. Art
- 1.D.2.g. Social Organization
- 1.D.2.h. Temporal Control

1.D.3. Old Women's (and contemporary complexes)

- 1.D.3.a. Regional Variation
- 1.D.3.b. Seasonal Settlement Pattern
- 1.D.3.c. Subsistence Resource Procurement
- 1.D.3.d. Materials Procurement & Trade
- 1.D.3.e. Ceremonialism
- 1.D.3.f. Art
- 1.D.3.g. Social Organization
- 1.D.3.h. Temporal Control

1.D.4. One Gun (and contemporary complexes)

- 1.D.4.a. Regional Variation
- 1.D.4.b. Seasonal Settlement Pattern
- 1.D.4.c. Subsistence Resource Procurement
- 1.D.4.d. Materials Procurement & Trade
- 1.D.4.e. Ceremonialism
- 1.D.4.f. Art
- 1.D.4.g. Social Organization
- 1.D.4.h. Temporal Control





J.M. Bickell's Fur Store, Edmonton, 1907

Photographer: Ernest Brown

Ernest Brown fonds

Provincial Archives of Alberta, B10030

Theme 2. Fur Trade

This is described to be a rich and plentiful Country, abounding with all kinds of animals especially Beavers & Otters, which are said to be so numerous that the Women & children kill them with Sticks and hatchets.

William McGillivray, North West Company,
referring to Fort Saskatchewan area, c. 1795.

The Fur Trade brought Europeans to Alberta, initiated European – Aboriginal contacts, and began profound changes to the course of history in the west. At first, the new trade goods entered the province through the hands of Cree and Assiniboine middlemen who were able to make the difficult journey to the posts on the shores of Hudson Bay. Subsequent to the conquest of New France and the establishment of new commercial concerns in Montreal, Peter Pond penetrated the Athabasca region, establishing the first fur trade post in Alberta in 1778. Competition between North West and the Hudson's Bay companies sped the establishment of inland fur posts. In 1792, the first fur trade posts on the Saskatchewan River in Alberta were built near Elk Point; thereafter, posts were rapidly extended to the west.

For some Aboriginal people, major changes occurred to their traditional way of life as they maximized their production for the fur market. Others merely added some material culture but continued their traditional pursuits. Eventually, however, profound demographic and social changes occurred. The failure of the Gros Ventre to establish good relations with the Europeans

ultimately led to their expulsion from the region due to inadequate access to arms. The exploitation of beaver by the Peigan, despite its status as a sacred animal, was grounded in military necessity; such trapping quickly disappeared when the American posts on the Missouri provided a market for bison robes. In the forests of the north, commercial trapping and visits to the trade posts were added to the traditional round of seasonal activities. Permanent log homes in small settlements near the posts formed a base of operations, but much of the year was spent in the bush.

Traditional historical views of the fur trade before 1870 are accommodated within this theme. The economic history of the trade, organization, labour, ethnic composition, the rivalry between the Hudson's Bay, North West, XY, and American companies, and so forth form major elements. Other more recent approaches which emphasize the symbiosis between the traders and Aboriginals are also accommodated. Thus, the conjunction of posts with traditional Aboriginal aggregation sites, the establishment of personal trading relationships between Europeans and Aboriginals, fictive kin-association, gift-giving, and alliance formation are also accommodated. Archaeological materials, archival holdings, and historic data can all be brought to bear through the elements of the theme. Truly, modern scholarship has added a new dynamic to the solid underpinnings of fur trade history that is so important in the development of the province.

The Métis are intimately tied to the fur trade like no other people (see also Theme 3. Aboriginal Life). The sons of European fathers and native mothers initially served as company servants (workers). Sons of French-Canadians frequently served as labourers, while those of English or Scots parentage often received a European education and pursued careers as company clerks, post managers, and other fur trade officers. Métis released from their employment with the Hudson's Bay Company became 'Freemen' and were often contracted for various services such as freighting or provisioning. Indeed, the Métis soon dominated the provisioning trade with brigades of Red River carts returning dried bison meat from their highly organized hunting expeditions.

Although the market for beaver declined in the later part of the 19th century, the demand for luxury furs rose in the period 1886 to 1913, reflecting the increasing affluence of European and American society. Muskrats were the

driving force, accounting for 69% of the pelts sold in the period. Fur-dyeing techniques enhanced the acceptance of 'utility' furs. As well as established firms such as the Hudson's Bay Company and traders such as Revillon Frères, the Alberta Department of Agriculture got into the fur business, establishing a fur market for farmers from central and northern Alberta who supplemented their income by trapping on their own lands.

Although the First World War saw the fall from dominance of the Hudson's Bay Company and the London Fur Market, the increased competition from North American firms greatly increased the purchasing power of Aboriginal peoples. This, and ultimately the loss of other jobs during the depression of the 1930s, greatly increased the number of white trappers in the bush. Aircraft transportation opened up remote regions to white trappers. As these persons were often only interested in short-term profits, over-trapping became a severe problem. This led to the introduction of licensed traplines in Alberta in 1937 and fur farming which, by 1935–45, represented about 40% of Canadian fur output.

While the Fur Trade theme embraces the romance of early Alberta, the business impacts, especially on northern parts of the province in the twentieth century, are well-accommodated within it. Shifting fashion in the wealthy capitals of the world affected the very demography of the province as prices rose and fell, and different pelts became desirable. Whether government regulation or rusty traps, the fur trade theme embraces this amazing industry.

Theme Notes

"Native agency" refers to the interpretation that Aboriginal people negotiated their participation in the fur trade, that they were active participants and not simply the recipients of others' actions.

Inlanders refers to those employees of the Hudson's Bay Company who spent the winter inland away from the posts located on Hudson Bay, trading furs with the Aboriginal population.

Outsiders were those individuals newly arriving in the fur trade lands usually with their own agendas, such as missionaries, free traders, explorers, and adventurers.

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Theme 2. Fur Trade

2.A. The Trade to 1870

2.A.1. Indirect European Contact

- 2.A.1.a. Cree Middlemen
- 2.A.1.b. Assiniboine Middlemen
- 2.A.1.c. Alteration of Traditional Land Use Patterns
- 2.A.1.d. Changes in Material Culture

2.A.2. Direct European Contact

- 2.A.2.a. Exploration and Recording
- 2.A.2.b. Trading at Churchill
- 2.A.2.c. Inland Trading

2.A.3. Aboriginal Alliance Systems

- 2.A.3.a. Terms of Trade
- 2.A.3.b. Migrations / Demographic Changes
- 2.A.3.c. Military and Diplomatic Considerations
- 2.A.3.d. Trade Among Aboriginal Groups
- 2.A.3.e. Impact of Trade on Social Organization
- 2.A.3.f. Trading Alliances

2.A.4. The Companies

- 2.A.4.a. Origins
- 2.A.4.b. Exploration and Recording
- 2.A.4.c. Company Organization
- 2.A.4.d. Staffing & Recruitment
- 2.A.4.e. The Yearly Cycle (Outfits)
- 2.A.4.f. Markets
- 2.A.4.g. Operations
- 2.A.4.h. Social History
- 2.A.4.i. Trading Systems
- 2.A.4.j. Imperial Relations
- 2.A.4.k. Relationship with the Churches

2.A.5. The Labour Force

- 2.A.5.a. Officers
- 2.A.5.b. Servants
- 2.A.5.c. Other Hired Labour
- 2.A.5.d. Family Members
- 2.A.5.e. Ethnic Makeup
- 2.A.5.f. Aboriginal Trading Parties
- 2.A.5.g. Homeguard
- 2.A.5.h. Inlanders
- 2.A.5.i. Native Agency
- 2.A.5.j. Other

2.A.6. The Post Community

- 2.A.6.a. Establishing Posts
- 2.A.6.b. Post Maintenance
- 2.A.6.c. Fur Trade Operations
- 2.A.6.d. Country Production
- 2.A.6.e. Subsistence Activities
- 2.A.6.f. Provisioning Operations
- 2.A.6.g. Marriage and Family
- 2.A.6.h. Social History
- 2.A.6.i. Daily Life
- 2.A.6.j. Seasonal Variations
- 2.A.6.k. Tensions

2.A.7. The End of an Era

- 2.A.7.a. Free Traders
- 2.A.7.b. Outsiders
- 2.A.7.c. The American Trade
- 2.A.7.d. Changing Political Parameters
- 2.A.7.e. Market Shifts
- 2.A.7.f. Resource Pressures
- 2.A.7.g. Other

2.B. The Trade in the Industrial Age (1871–1955)

2.B.1. The Trade to 1918

- 2.B.1.a. The Companies
- 2.B.1.b. Operations
- 2.B.1.c. The Posts
- 2.B.1.d. Labour
- 2.B.1.e. Independents
- 2.B.1.f. Political Parameters
- 2.B.1.g. Markets
- 2.B.1.h. The Treaties
- 2.B.1.i. Daily Life
- 2.B.1.j. Social History

2.B.2. The Fur Business After the Great War

- 2.B.2.a. Hudson's Bay Company
- 2.B.2.b. Revillon Freres
- 2.B.2.c. Independents
- 2.B.2.d. Edmonton Fur Market
- 2.B.2.e. Types of Fur
- 2.B.2.f. Trapping Regulations
- 2.B.2.g. Markets
- 2.B.2.h. Retail Outlets
- 2.B.2.i. Registered Traplines
- 2.B.2.j. Social History

2.B.3. Fur Farming

- 2.B.3.a. Markets
- 2.B.3.b. Breeding
- 2.B.3.c. Regulations
- 2.B.3.d. Operations
- 2.B.3.e. Government Support



Three Suns with Nephew, ca. 1910

Photographer: Harry Pollard

Harry Pollard fonds

Provincial Archives of Alberta, P149

Theme 3. Aboriginal Life

As peaceable and law-abiding citizens in the past, and even in the late war, we have performed dutiful service to our King, Country and Empire, and we have a right to claim and demand more justice and fair play as a recompense, for we, too, have fought for the sacred rights of justice, freedom and liberty so dear to mankind, no matter what their colour or creed.

Circular from the League of Indians of Canada to Alberta tribal leaders, 1919.

The Aboriginal Life theme is oriented to the history of Aboriginal and Métis people in Alberta, but is not the exclusive home for information concerning Aboriginal people. Elements of Themes 1, 2, 6, 7, 11, 12, 13, 14, 15, and 18 are also specific to Aboriginal people. However, a separate theme was deemed necessary since historical events impinged on Alberta natives in a quite different fashion than their non-native neighbours. Aboriginal history and association with the land differs from that of other Albertans, but, most importantly, rules and regulations formulated by the Euro-Canadian majority forged a very different relationship between Aboriginal people and the historical events of mainstream society.

The traditional life of First Nations was the result of more than 10,000 years of development in the New World, divorced from events in Europe and Asia. Living in small kin-based groups, their economy was adapted to the seasonal harvesting of natural resources. Social and political organizations were

designed to resolve conflict and maintain flexibility that would provide for a secure and harmonious existence in a harsh environment. Oral history and spirituality linked the human and natural worlds, explaining the relationships between humans, other beings, and the land itself. Everything from museum artifacts to archival oral history recordings can be slotted in this theme.

The unique association between First Nations and the state can be explored in this theme. The Treaties and the Indian Act defined a special place in Canada for Aboriginal peoples, one where good intentions often resulted in poor conditions. Repression of Aboriginal religious practices, restriction of economic activity and denial of access to agricultural markets prevented the very progress that was the objective of the government. It is said that Aboriginal people did not notice the depression of the 1930s; the conditions that so affected the psyches of other Canadians were normal on the reserves.

Laws prevented Aboriginal people from traveling off reserve without permission and residential schools suppressed native culture and language. Despite the difficulty of their position, Aboriginal people resisted acculturation. Many retained respect for the Elders, some acquired spiritual authority through the pursuit of traditional ceremonial life, some derived educational benefits useful for mediation with mainstream society, and some acquired the economic know-how to prosper. Cattle ranching, hay contracts, coal mining, and commercial fishing benefited some individuals and some bands. For the majority, however, social and economic disruptions were the order of the day.

The Métis people were a unique expression of European and Aboriginal culture. Children of English, Scots and French fur traders and Aboriginal country wives, the Métis initially were servants to the fur trade concerns. When the amalgamation of the Hudson's Bay Company and North West Company in 1821 released surplus Métis employees from their contracts, new opportunities in hunting, trapping, fishing, farming and freighting were pursued by this industrious people. Bison brigades, organized along military lines, supplied provisions that made feasible the trade posts in fur-rich but food-scarce northern Alberta and beyond. Excavations in camps of the *hivernants* exemplify this mixed culture; butchered bison bone from the hunt lies deposited with gracious porcelain tea service fragments.

Alberta Métis used French Canadian land holding forms. These long, narrow river lots provided water frontage, sheltered valley bottoms for gardening, wooded slopes, and uplands for pasture. They also provided the reason for war. Dominion land surveyors laying out the rectangular township grid were viewed with alarm. The Dominion government would not respond to Métis inquiries — were they to become mere squatters on lands they regarded as their own? The North-West Rebellion would determine the answer (see Theme 14. Military). This event changed the relationship between Métis and Euro-Canadian society; Peter Erasmus noted that the once-respectable Métis were regarded with suspicion and contempt thereafter. Métis land claims were settled by the 1885 Royal Commission through the issuance of certificates (scrip), redeemable for cash or land. Speculators descended on the Métis and through a variety of means (some legal, some not) they rapidly acquired 95% of the land intended for the Métis. *L'Association des Métis d'Alberta* initiated political action to influence the provincial government after 1932. It was not until 1938, under the Métis Betterment Act, that 12 parcels of crown land were set aside by the provincial government for Métis farming colonies or "Settlements". This generous gesture was slightly marred by the fact that all were located north of Edmonton on land that was marginal for farming. However, this initial victory demonstrated the power of organization and political action to the Métis, and reminded mainstream society of its moral responsibilities to these people of two cultures.

Only in 1951 were many of the restrictions on Aboriginal life removed, and Prime Minister John Diefenbaker's government rapidly moved to provide normal rights enjoyed by other Canadians. The road to political expression and justice was at last open.

Theme Notes

The time period of component 3.A.1., Traditional Life, is the "ethnographic present". The ethnographic present is defined as the culture of an aboriginal people at the time of contact with Western civilization.

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Theme 3. Aboriginal Life

3.A. First Nations

3.A.1. Traditional Life

- 3.A.1.a. Kinship
- 3.A.1.b. Social Organization
- 3.A.1.c. Political Organization
- 3.A.1.d. Economy
- 3.A.1.e. Settlement Patterns
- 3.A.1.f. Daily Life
- 3.A.1.g. Health and Curing (*See also Health 9.A.4.f. & 9.B.1.f.*)
- 3.A.1.h. Spiritual Life
- 3.A.1.i. Conflict and Alliance (*See also Military 14.A.1.a–c.*)
- 3.A.1.j. Relationship with the Land
- 3.A.1.k. Art

3.A.2. Indian Act (1868)

- 3.A.2.a. Assimilation Policy
- 3.A.2.b. Federal / Provincial Jurisdiction
- 3.A.2.c. Indian Agents & Farm Instructors
- 3.A.2.d. Education
- 3.A.2.e. Policies
- 3.A.2.f. Resistance
- 3.A.2.g. Amendments to the Act
- 3.A.2.h. Jurisprudence
- 3.A.2.i. Social Impact
- 3.A.2.j. Personal Impact

3.A.3. Treaties (1876–1906)

- 3.A.3.a. Economic Precursors
- 3.A.3.b. Negotiations
- 3.A.3.c. Adhesions
- 3.A.3.d. Health (*See also Health 9.A.4.f. and 9.B.1.f.*)
- 3.A.3.e. The Reserves

- 3.A.3.f. Annuities
- 3.A.3.g. Interpretations

3.A.4. Post Treaty Life

- 3.A.4.a. Status / Non-status
- 3.A.4.b. Entitlements
- 3.A.4.c. Restrictions
- 3.A.4.d. Federal Assistance
- 3.A.4.e. Missions
- 3.A.4.f. Education
(*See also Education 15.A.5.d. and
Spiritual Life 12.B.4.c.*)
- 3.A.4.g. Settlement and Land Use
- 3.A.4.h. Economy
- 3.A.4.i. Citizenship and Rights
- 3.A.4.j. Kinship
- 3.A.4.k. Social Organization
- 3.A.4.l. Political Organization
- 3.A.4.m. Non-Aboriginal Residents

3.A.5. Political Struggles

- 3.A.5.a. Legal Issues
- 3.A.5.b. Assimilation
- 3.A.5.c. Community Development
- 3.A.5.d. Growth of Aboriginal Organizations
- 3.A.5.e. Struggle for Vote and Full Citizenship
- 3.A.5.f. Self Government
- 3.A.5.g. Education
- 3.A.5.h. Military Service and Veterans

3.A.6. Daily Life

- 3.A.6.a. Social History
- 3.A.6.b. Social Issues

- 3.A.6.c. Services
- 3.A.6.d. Spiritual Life
- 3.A.6.e. Attitudes and Prejudice
- 3.A.6.f. Art
- 3.A.6.g. Recreation
- 3.A.6.h. Treaty Days
- 3.A.6.i. Pan-Tribalism
- 3.A.6.j. Pow-wows
- 3.A.6.k. Rodeo

3.B. Métis

3.B.1. Traditional Life

- 3.B.1.a. Kinship
- 3.B.1.b. Social Organization
- 3.B.1.c. Political Organization
- 3.B.1.d. Economy
- 3.B.1.e. Hivernant Communities
- 3.B.1.f. Mission Communities (*See also Spiritual Life 11.C.1.c.*)
- 3.B.1.g. Settlements
- 3.B.1.h. Daily Life
- 3.B.1.i. Health and Curing (*See also Health 9.A.4.f. & 9.B.1.f.*)
- 3.B.1.j. Spiritual Life
- 3.B.1.k. Conflict and Alliance
- 3.B.1.l. Relationship with the Land
- 3.B.1.m. Art

3.B.2. Legal Parameters

- 3.B.2.a. Scrip Commission
- 3.B.2.b. Status
- 3.B.2.c. Entitlements
- 3.B.2.d. Restrictions
- 3.B.2.e. Federal Assistance
- 3.B.2.f. Missions

3.B.2.g. Education (*See also Education 16.A.5.d. and
Spiritual Life 12.B.4.c.*)

3.B.2.h. The Settlements

3.B.2.i. Economy

3.B.2.j. Citizenship and Rights

3.B.2.k. Federal / Provincial Jurisdiction

3.B.3. Political Struggles

3.B.3.a. Legal Issues

3.B.3.b. Assimilation

3.B.3.c. Community Development

3.B.3.d. Growth of Métis Organizations

3.B.3.e. Struggle for Recognition

3.B.3.f. Self Government

3.B.3.g. Education

3.B.3.h. Military Service and Veterans

3.B.4. Daily Life

3.B.4.a. Social History

3.B.4.b. Demographics

3.B.4.c. Services

3.B.4.d. Economy

3.B.4.e. Spiritual Life

3.B.4.f. Social Issues

3.B.4.g. Attitudes and Prejudice

3.B.4.h. Art



**Winter Drilling West of Little Chicago
Turner Valley Oil Field, ca. 1938**

Photographer: Harry Pollard
Harry Pollard fonds
Provincial Archives of Alberta, P1141

Theme 4: Resource Development

Of course, it is possible that the discovery of extensive oil fields in Alberta will put the development of the bituminous sands off into the future still further. It cannot be said that the way is clear now for a company to go into the bituminous sand development business with a profit. But I do believe that, for a substantially organized company with a vision into the future, the bituminous sands can be regarded as an attractive field to enter and study.

Karl Clark to W.B. Brooks, President, La Paz Oil Corporation,
Toronto, 12 December 1923

When the sun is hot enough, and the exposed deposit rich enough, the warmed bitumen will flow ever so slowly. Glinting and glistening like black satin, it seems the mysterious omen of a great bitumen river, of a deep black pool, or, of the future. Alberta's resource riches are tantalizing things. The search for resources, their description and mapping, and their exploitation and development have, for Alberta, been as much about the future as the present, as much about dreams as reality.

Most resource development began with local demand for a particular product; coal for the blacksmith at Fort Edmonton, or logs for construction, for example. The twin engines of railway development and settlement created larger and larger demands for the production of resources. Commercial coal mining is typical of this pattern; it emerged in the 1880s in response to the spread of settlement and railway construction. Beginning in Lethbridge and

Banff, coal mines followed the tracks of the railways and the paths of the settlers, with mines starting in Edmonton, in the Crowsnest Pass, Nordegg, the Coal Branch, and the Drumheller Valley. Alberta's logging industry emerged in a similar fashion. Local demand for railway ties and mine props and frame houses meant logging began near points of these activities. The Calgary area, the Edmonton-Red Deer corridor, and the Crowsnest Pass saw early activity. As demand increased, logging operations gradually moved further and further into the bush as sources close in began to be depleted.

Right from the start, resource extraction industries came face to face with the conditions that would remain constant in Alberta, and have an impact on the development of the resources. Natural conditions, for example fluctuating river flow levels, influenced plans for hydroelectric power development. Distance from potential markets was problematic for the mining, fishing, and logging industries: Ontario bought coal from the eastern United States, fish aren't the best of travelers, and mills in Ontario and Quebec were much closer to pulp markets. Linked to this is the question of transportation. From pipelines to railways, transporting resources has consumed the interest of the companies, consumers, and the politicians. Similarly, issues of unstable markets, pricing, the role of the state, labour and management relations, and technological developments emerged in Alberta's resource extraction history.

Resources are not constant things: the decline of one can often be linked directly to the rise of another. The discovery of large quantities of conventional oil and natural gas after World War II, for example, had a disastrous effect on Alberta's coal mines. After a period of strength during the war when coal was a vital commodity and coal miners even more so, gas became the fuel of choice for domestic purposes and railways switched to diesel. Coal mines around the province shut down. Resources are also not independent things. They are subject to a wide range of influences. From international conflicts to consumer preferences, resources are social commodities despite the often isolationist tendencies of their producers and producing regions.

The role of the state is of critical importance to this theme. National and provincial governments, most notably in the oil sands sector for example, have played a large role in the development of resources. Regulatory bodies such as The Petroleum and Natural Gas Conservation Board, provincial mine inspectors, and legislation covering everything from safety to forest reserves had tremendous impact on the course of resource development. The relationship between the state, industry management, and labour can also be explored here. Resources have always been contentious issues in federal/provincial relations in Alberta. The theme structure allows for this discussion to occur too, leaving room for the uneasy relationship between the hoped-for wealth realized from selling the product, and the conflict that creates with the vagaries of consumerism, and competing provincial and national interests.

Resource extraction is more than just the handling of a commodity, and this theme acknowledges that. What was it like to cook in a logging camp? To raise investment capital? To work on a cable rig in Turner Valley? To load boxes of iced fish into an airplane? To build a refinery? To package salt? How did conditions in individual locations affect operations? The Atlas coal mine in East Coulee, for example, had a blacksmith's shop right in the mine. What can that tell you about conditions there? How did evolving technologies affect what was done, and how it was done? While tree felling remained much as it had begun in our period because a reliable chain saw did not come on the market until the 1950s, tree hauling went through several changes. How did this affect the industry? How did people find community? How did they deal with tragedy? What effect did resource development have on urbanization, on lifestyles, on health?

The simple organization of the Resource Development theme belies its complicated character. The nature of the resources, the reality of the work, and the political, economic, and social contexts in which it all took place are vibrant, complicated stories that can be approached from thematic, topical, or chronological perspectives. There is as much room here for caterpillar tractors as there is for backroom deals, as much for advertising as there is for a lively barroom on a Saturday night.

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Theme 4. Resource Development

4. A. Primary Production (See also *Intellectual Life* 18.B.2.d. & 18.B.2.f.)

4.A.1. Mining and Drilling

- 4.A.1.a. Coal
- 4.A.1.b. Gas
- 4.A.1.c. Oil
- 4.A.1.d. Bitumen
- 4.A.1.e. Other

4.A.2. Harvesting

- 4.A.2.a. Logging
- 4.A.2.b. Fishing
- 4.A.2.c. Other

4.A.3. Power Generation

- 4.A.3.a. Thermoelectrical
- 4.A.3.b. Hydroelectrical
- 4.A.3.c. Other

4. B. Secondary Production

4.B.1. Processing and Refining

- 4.B.1.a. Coal
- 4.B.1.b. Gas
- 4.B.1.c. Oil
- 4.B.1.d. Bitumen
- 4.B.1.e. Forestry
- 4.B.1.f. Fishing
- 4.B.1.g. Other

4. C. Organizing Industry

4.C.1. Parameters

- 4.C.1.a. Corporate Structure
- 4.C.1.b. Business Structure

- 4.C.1.c. Regulation
- 4.C.1.d. Economic Influences
- 4.C.1.e. Political Influences
- 4.C.1.f. Social Influences
- 4.C.1.g. Financing & Investment
- 4.C.1.h. Success / Failure
- 4.C.1.i. Industry Associations
- 4.C.1.j. Work Force

4.C.2. Operations

- 4.C.2.a. Exploration
- 4.C.2.b. Production
- 4.C.2.c. Infrastructure
- 4.C.2.d. Technology
- 4.C.2.e. Industrial Landscape
- 4.C.2.f. Social History
- 4.C.2.g. Environmental Impact
- 4.C.2.h. Conservation Practices

4.D. Markets & Marketing

4.D.1. Parameters

- 4.D.1.a. Economic Influences
- 4 D.1.b. Political Influences
- 4.D.1.c. Social Influences
- 4.D.1.d. Changing Lifestyles
- 4.D.1.e. Marketing Boards
- 4.D.1.f. Regulations

4.D.2. Operations

- 4.D.2.a. Products
- 4.D.2.b. Promotion
- 4.D.2.c. Wholesaling
- 4.D.2.d. Retailing
- 4.D.2.e. The Consumer
- 4.D.2.f. Distribution & Shipping
- 4.D.2.g. Transportation

4.E. Working Life

4.E.1. Working

- 4.E.1.a. Conditions
- 4.E.1.b. Jobs
- 4.E.1.c. Wages
- 4.E.1.d. Technology
- 4.E.1.e. Tensions
- 4.E.1.f. Unions
- 4.E.1.g. Associations
- 4.E.1.h. Safety, Accidents, Rescue

4.E.2. Creating Community

- 4.F.2.a. Social History
- 4.F.2.b. Community Life
- 4.F.2.c. Family Life
- 4.F.2.d. Unions
- 4.F.2.e. Organizations



Curtis JN-4 biplane

May Gorman Aeroplanes Ltd., ca. 1920

"A" Collection,

Provincial Archives of Alberta, A9993

Theme 5. Transportation

This river is full of shifting sandbanks. Our shallow-draft steamer is propelled by a paddle-wheel and fed by wood fires; every few hours we have to tie up to the river bank beside a pile of logs, in order to replenish fuel. Half-breeds saunter ashore,... clad in mechanics' overalls, green gauntlet gloves for protection from splinters of wood and brightly embroidered moccasins. In single file they return up the gangway plank on board, each with a log on his shoulder. The air is fragrant with resin.

Clara Vyvyan, on the SS Athabasca, north of Waterways, 1926

For most of the existence of what we now call Alberta, there were two practical transportation choices: you could go by water, or you could go by land. Going by air only became a dependable alternative in the 1930s. What each new transportation method shared, though, was the promise of a glorious future for every community it touched.

Early land travel sometimes followed game trails, or tended to take the path of least resistance, meeting rivers, for example, at points where they were narrowest, or shallowest, or the banks less steep, and could be forded with greater ease. Trail patterns that avoided hostile neighbours also developed. Trail networks were passed on to European mapmakers. In the southern part of the province, the relatively flat, dry, grassy landscape eased travel problems. Dogs and horses could pull travois, for example, making the transporting of possessions easier.

In 1825, Governor George Simpson of the Hudson's Bay Company ordered a cart track cut from Fort Assiniboine on the Athabasca River to Fort Edmonton. Fur traders, missionaries and the mounted police paid some attention to the most heavily used trails near their settlements, making occasional efforts to widen or clear particularly dense parts, and to corduroy wet spots. Water, bush, and trees were the major problems in trail building in central and northern Alberta. Soil that turned to gumbo when wet, then dried into rock-hard ridges, was the main problem in the south. These same southern soil and climatic conditions, though, meant that trains of large, heavy freight wagons pulled by oxen could be used to move goods. Further north, the brush and water meant the smaller, higher Red River cart was the transportation choice.

After 1870, jurisdiction over roads rested with the Lieutenant-Governor of the North-West Territories. With the powers of the Lieutenant-Governor gradually transferred to an assembly with local representation, that body started creating legislation to deal with the conditions in the Territories. The 1887 Statute Labour Ordinance allowed townships to tax and extract labour from the inhabitants for local improvements including road work. In 1897, the new Territorial Department of Public Works took on the responsibility for constructing roads and bridges, and for the coordination of the surveys of old trails and new road allowances.

The responsibility for road construction fell to the province's Department of Public Works after 1905. In 1913, the Highways Branch was established. The appearance of more and more automobiles on Alberta's roads had increased public interest in the condition and extent of Alberta's road network. Road construction involved not only the road bed and surface, but drainage systems, including ditching and culverts. Bridges and ferries were also critical. By the 1920s, road construction had become standardized, the methods increasingly mechanized, and usually carried out by contractors. The federal Canada Highways Act of 1919 acknowledged road transport was a national concern. The Act introduced a cost-sharing scheme for an inter-provincial system of highways, and resulted in the gravelling of all the major highways in Alberta. Paving only became common after 1940.

Road travel in many parts of the province remained a challenge throughout our period. Tales of impassable roads, for example, became part of northern lore. It was often easier to travel by land in the winter than it was in the spring or summer. The dog sled remained a viable method of transportation, delivering mail well into the 1930s. Winter roads joined northern communities on freighting routes. Mechanized transportation made portages easier, and linked communities that would otherwise have been totally isolated.

Water travel has also left its mark on the development of Alberta. Aboriginal people used canoes, and sometimes along the Athabasca, they patched leaks with oil sands scraped from the river's banks. Rivers were the initial highways of the fur trade, bringing goods and traders in, and taking furs out. Canoes, scows, York boats, and barges were all used to meet the transportation and freighting requirements of the trade over time.

By 1875, steamboats had joined the parade of river traffic on the Saskatchewan, and soon after on parts of the Athabasca and Peace rivers. By 1905, for example, steamboats were operating on the Peace. The backbone of northern river transportation in this period remained the scow brigades. Towns such as Waterways and Athabasca became river transportation hubs. Difficult climate and terrain in northern Alberta meant water routes persisted as the most important transportation routes throughout much of our period.

The railroad arrived in Alberta in 1883, reaching Calgary in September. A stage line between Calgary and Edmonton, with stopping places along the way, filled the gap until the iron horse thundered into Strathcona in 1891. From this transcontinental beginning, lines of steel began snaking into most parts of the province. Railways became the avenues to homesteads, and the roads to distant settlements. As they pushed through the mountain passes, they exposed rich coal seams. As they crawled across the prairie, they determined the locations of settlements, and even the way some towns were laid out. As they puffed north, they added more legends to the northern lore of transportation difficulties with tracks rearranged by bog and muskeg causing delays and mishaps.

It wasn't until the late 1920s that the airplane stopped being a curiosity or a source of entertainment and became part of Alberta's transportation

system. By then, commercial ventures had gained strength, and the airplane attained legitimacy as a reliable and viable piece of machinery. With the inauguration of airmail flights, and the mining boom in the Canadian shield during the 1930s, aviation in Alberta began its modern course of passenger and cargo carrying. Edmonton became the headquarters for northern flying in the 1930s.

Aviation fell under federal jurisdiction. The 1936 Department of Transport Act brought all aspects of civil air transportation under one authority. Planning for a transcontinental air system began immediately. The Trans-Canada Air Lines Act was passed in the spring of 1937. Great activity began on aviation's infrastructure in preparation for these flights.

World War II, in particular the British Commonwealth Air Training Plan, filled Alberta's skies with planes, and scarred the ground with facilities. Attracted by wide open skies and relatively few population centres, the prairie was the ideal place to train novice flyers. The arrival of thousands of young men from Allied countries ready for pilot, air observer, or bombing and gunnery training, and the construction of the facilities to do it, brought tremendous change to small towns, such as Claresholm and Vulcan, where bases were located.

Throughout our period all these systems of transportation worked together. Roads and sometimes rail lines followed historic trails. Water routes began where railways ended. Schedules of steamboats and stage coaches, then of planes, were arranged around trains' arrival and departure times. Even with the cargo-carrying capacity of bush planes, rivers remained vital highways into the north. Transportation routes and methods also had particular effects on Alberta's landscape, way of life, and development. Railroads created mountain tourism for the elite, then watched as the automobile democratized it. Gas stations, garages, tourist accommodation, advertising, business practices, all changed under the influence of the automobile and its expanding road network.

While the getting from here to there was important, it was only part of the story. For a relatively small population spread out over a greatly varying landscape, transportation operates as a way to communicate, a way to

trade, a way to reach other worlds. It influences cultural and physical landscapes. It has built myths, and legends, and seen them fall too. The hope of being connected, of being a stop on an important route, was vital to many Albertans' sense of self and of community before 1955. Civic leaders and other interest groups lobbied for transportation facilities, and for improved routes to and from their towns and cities. Getting out was as important as getting in, and whether it was a rail route to Hudson Bay, a newly oiled and gravelled market road, or a landing field, improved transportation facilities bestowed an aura of importance and modernity on a town and its citizens.

Theme Notes

The transportation theme takes "getting from here to there" as its organizational basis, looking in turn at the four basic types of transportation — trail / road, water, rail, and air. This lets the nitty-gritty of transportation methods and networks emerge: for example, the building of routes, the changing power sources of conveyances, associated structures and services, auto tents and culvert dimensions, lobbyists and the legislators. Here, we can find places for surveyors' papers, for water tower plans, for carriages and elevating graders, and for the history of scow construction, for example.

Transportation methods and routes also functioned as influential, dynamic parts of the landscape. The second part of the transportation theme introduces some of these concepts. What did rail routes mean to urban development? Why did the Métis dominate the cart freighting business? What was air mindedness, and how did it affect Alberta? The theme makes transportation an important actor in Alberta's changing historical terrain: if the province is partly the way it is because of transportation methods and patterns brought to it, it is also the way it is because of Albertans' influences on the many facets of transportation.

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Theme 5. Transportation

5.A. Systems, Technology & Support

5.A.1. Trails & Highways

- 5.A.1.a. Function
- 5.A.1.b. Survey & Maps
- 5.A.1.c. Networks
- 5.A.1.d. Engineering & Construction
- 5.A.1.e. Infrastructure
- 5.A.1.f. Means of Transport
- 5.A.1.g. Operations
- 5.A.1.h. Lobbying & Special Interests
- 5.A.1.i. Regulations
- 5.A.1.j. Environmental Impact

5.A.2. Railways

- 5.A.2.a. Function
- 5.A.2.b. Survey & Maps
- 5.A.2.c. Networks
- 5.A.2.d. Engineering & Construction
- 5.A.2.e. Infrastructure
- 5.A.2.f. Engines & Rolling Stock
- 5.A.2.g. Corporate Organization
- 5.A.2.h. Operations
- 5.A.2.i. Lobbying & Special Interests
- 5.A.2.j. Regulations
- 5.A.2.k. Environmental Impact

5.A.3. Water Routes

- 5.A.3.a. Function
- 5.A.3.b. Survey & Maps
- 5.A.3.c. Networks
- 5.A.3.d. Engineering & Construction
- 5.A.3.e. Infrastructure

- 5.A.3.f. Means of Transport
- 5.A.3.g. Corporate Organization
- 5.A.3.h. Operations
- 5.A.3.i. Navigation
- 5.A.3.j. Lobbying & Special Interests
- 5.A.3.k. Regulations
- 5.A.3.l. Environmental Impact

5.A.4. Air Routes

- 5.A.4.a. Function
- 5.A.4.b. Survey & Maps
- 5.A.4.c. Networks
- 5.A.4.d. Engineering & Construction
- 5.A.4.e. Infrastructure
- 5.A.4.f. Means of Transport
- 5.A.4.g. Corporate Organization
- 5.A.4.h. Operations
- 5.A.4.i. Navigation
- 5.A.4.j. Lobbying & Special Interests
- 5.A.4.k. Regulations
- 5.A.4.l. Environmental Impact

5.B. Socio-cultural Dynamics

5.B.1. Social History

- 5.B.1.a. Economic Impact
- 5.B.1.b. Population Distribution
- 5.B.1.c. Mobility
- 5.B.1.d. World View
- 5.B.1.e. Transportation Landscape
- 5.B.1.f. Leisure & Entertainment
- 5.B.1.g. Clubs
- 5.B.1.h. The Traveller
- 5.B.1.i. Tourism & Marketing

5.B.2. Work Force

- 5.B.2.a. Organization
- 5.B.2.b. Regulations
- 5.B.2.c. Work Life
- 5.B.2.d. Conditions
- 5.B.2.e. Personnel

5.B.3. Health & Safety

- 5.B.3.a. Accidents & Disasters
- 5.B.3.b. Technology
- 5.B.3.c. Regulations
- 5.B.3.d. Enforcement
- 5.B.3.e. Accident Investigation
- 5.B.3.f. Education



J.A. Baker with Combine, late 1920s

John MacGregor-Smith fonds
Provincial Archives of Alberta, A7773

Theme 6. Agricultural Development

International Pheno-Chloro is guaranteed to be prepared from several of the most certain disinfectants, germicides, antiseptics, vermicides, insecticides and deodorizers known to medical science. In fighting Poultry Cholera there is nothing known that will give as good results for disinfecting buildings and yards as this preparation. If four tablespoons of Pheno-Chloro is mixed in a pail of water, and the yards, pens, feeding floors, ground or floor under roosts, nests, buckets, troughs or anything with which the chickens come in contact, are thoroughly washed..., you may rest assured that the germs of disease will find no lodging places there...

...Some seasons, certain districts in the West are short of rain and grasses do not amount to very much for hay. Spring rye fits right in. We have seen it grow 5 feet high in the ranch country during a dry season, and the yield of fodder was very large.

A.E. Potter Co., Edmonton, 1913 seed catalogue

Agriculture, the growing and harvesting of plant crops and the raising of animals, has been fundamental to the history of Alberta. The manipulation of the land to produce products for domestic consumption and for trade, and the resulting social, political and economic infrastructures, has dominated many geographic and temporal eras of Alberta's past.

Initially, planting crops and raising animals represented an attempt to control the wild environment, and to introduce some stability to the food supply.

Some early Aboriginal people raised small crops, including tobacco. At fur trade posts and missions, crops included potatoes, wheat, peas and cabbage, and cows were kept for milk. So critical were these crops for survival, the nuns and priests at St. Albert harvested their often frost-blackened peas and rain-rotted potatoes even though there was little hope such crops would last in the cellar at all. The McDougalls, a Methodist missionary family, brought a herd of cattle to their mission at Morleyville in 1873. In northern Alberta retired fur trade employees, Euro-Canadian and Métis, kept horses, small gardens, and some field crops. Developments such as the arrival of the North-West Mounted Police, or later, establishing mines in the Crowsnest Pass, encouraged commercial agricultural activity, for the horses needed vast quantities of hay and feed.

Ranching also got a boost from the Mounties. Some men who left the force turned to cattle ranching, finding markets for their products in the expanding network of police posts, and in meeting the dominion government's treaty obligations. An 1881 order-in-council opened the door for a ranching era by establishing a land leasing system, and by containing a no-settlement clause. Individuals or companies could lease up to one hundred thousand acres. As settlement pressure increased from south of the border with Americans moving west, and National Policy pressures increased from central Canada, leaving vast tracts of land the domain of cattle—and a few sheep—seemed less and less wise.

As a result of these pressures, agriculture began to assume social functions in the eyes of the federal state. First, farming became part of the dominion government's plan to assimilate Aboriginal people. Through the treaty process and the reserve system, the government hoped a combination of education, farm instruction, and various regulations and restrictions would turn Aboriginal people from their nomadic ways to a way of life more palatable to Canadian society.

The second social function the state accorded agriculture was as the chosen means to populate and develop the west. Agriculture, in the guise of the family farm, seemed a way to populate western Canada that would create markets for central Canada's manufactured goods and produce products for international

sale. The chosen system was the quarter section, western lands having already been neatly divided into ranges, townships and sections by the dominion surveyors. The Dominion Lands Act of 1872 set out all the requirements. Not until after 1896, though, did the lands begin to fill up as the dominion government hoped. Alberta assumed responsibility for agriculture with the creation of the Department of Agriculture in 1905, and the passage of the agricultural act in 1906. Fairs and rodeos came under its jurisdiction initially, and became important parts of farm life.

While the raising of cattle and the growing of wheat on a grand scale has dominated the public imagination, agriculture in Alberta has been more varied. Mixed farming and market gardening have also been important. Opportunities to provide cities and towns with meat, produce, and dairy products grew with the population. Other field crops, including barley and oats, and specialty crops such as sugar beets, found ready markets too. Methods of cultivation and animal husbandry changed with the introduction of new technologies (the combine, for example), new theories (of feeding, for example), and the innovations and adaptations created by members of the farming community (stookers, for example). Families struggled to find solutions to labour problems, to negotiate issues of work and leisure, and to deal with regulations and statutes. External, or uncontrollable variables, such as drought or war, affected what could be harvested and how it could be sold. Governments tried to improve farm life by endeavours such as demonstration farms, agricultural colleges, and seed trains.

Much of the settlement literature and press had promoted the promise of the fruited plain, a healthful and pure life, and a harmonious community existence all based on a system of landholding, the family farm. The reality was often much different. Indeed, the very individualistic nature of that land holding system created the need for collective action in every sphere. Isolation; gender, ethnic, and class tensions; economic variables; injustices, perceived and real; rural/urban tension, and others, all created the conditions where the practitioners of agriculture tried to ensure their chosen way of life endured for their benefit through collective action in political, economic, and social spheres. Farming people came together and created organizations for

every purpose: to build churches and schools; to improve rural life; to improve breeds and stock; to improve marketing opportunities; to find political solutions; to create irrigation districts; to create knowledge and companionship.

By 1955, agriculture in Alberta was highly mechanized, was moving from 160-acre farms to those of larger acreage, and was still a mainstay of the provincial economy. It had survived drought, Depression, and two world wars. It had been generous, for example in making room for bloc settlement and landholding patterns, and it had been cruel, such as when it hampered agricultural efforts on reserves. From the striped fields that helped prevent soil drifting, to the grain elevators that touched the sky and the abandoned homestead that didn't, to the myths that have found their way into literature and history, the agricultural way of life, in all its variations, was a powerful part of Alberta's cultural, intellectual, and physical landscapes.

Theme Notes

The agriculture theme uses agricultural activity to reveal the formation and continuing transformation of rural society. The growing of crops and the rearing of animals are governed by many masters: some personal, some local, some provincial or national; others, such as the weather, are particularly perverse and unpredictable. All find a place in this theme. Here also is room for the responses of Albertans as they engaged in agriculture, responses, for example, to the landscape and its conditions, to the political and social environments, and to the economic climates they encountered. The arrangement of the theme allows for the particulars of agriculture—the acres planted, the wages paid harvesters, the sheep sheared, the buildings used, the implements purchased, the clothes worn, the diaries written—to be recorded, collected, and interpreted. It also allows for the difficult questions—the ethnic tensions, the responses to the land, the meaning of mechanization, gendered experiences, the social cost of the Depression, for example—to be explored.

The agriculture theme tries to take subjects as its organizing structure, rather than lists of individual things. This means, for example, the Wheat Pool and the Wheat Board do not have their own entries, but would fall into the Marketing section of the Agricultural Economics subtheme. Similarly, the Rat

Patrol would come under Weed, Pest and Disease Control in the Farm Operations subtheme, and the UFA and CCF would be included in the Creating Change subtheme. Finally, it was felt the often-overlooked social significance of itinerant sales and service—the sales people often became friends of the farm families—merited that topic a separate entry in the Agricultural Economics subtheme.

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Theme 6. Agricultural Development

6.A. Modes of Production

6.A.1. Incipient Agriculture

- 6.A.1.a. Aboriginal Ecological Manipulation
- 6.A.1.b. Aboriginal Tobacco Horticulture
- 6.A.1.c. Farming at Fur Trade Posts
- 6.A.1.d. Missions

6.A.2. The Geography of Farms and Ranches

- 6.A.2.a. Reserve
- 6.A.2.b. Dryland
- 6.A.2.c. Irrigation
- 6.A.2.d. Prairie
- 6.A.2.e. Parkland
- 6.A.2.f. Foothills
- 6.A.2.g. Northern

6.A.3. Farm Operations

- 6.A.3.a. Crop Production
- 6.A.3.b. Animal Husbandry
- 6.A.3.c. Weed, Pest & Disease Control
- 6.A.3.d. Regulations & Statutes
- 6.A.3.e. The Farm Family
- 6.A.3.f. Farm Labour
- 6.A.3.g. Mechanization
- 6.A.3.h. Technology
- 6.A.3.i. Environmental Impact
- 6.A.3.j. Health and Safety

6.A.4. Farm Education *(See also Education 15.A.5.)*

- 6.A.4.a. Aboriginal Farm Education Programs
(See also Aboriginal Life 3.A.2.c.)
- 6.A.4.b. Farm Education Programs
- 6.A.4.c. Experimental and Demonstration Farms

6.A.5. Farmstead

- 6.A.5.a. Farm Buildings & Structures
- 6.A.5.b. Domestic Buildings
- 6.A.5.c. Farm Yards
- 6.A.5.d. Landscaping
- 6.A.5.e. Gardens
- 6.A.5.f. Fields & Pastures

6.A.6. Ranch Operations

- 6.A.6.a. Patterns of Land Holdings
- 6.A.6.b. Animal Husbandry
- 6.A.6.c. Roundup
- 6.A.6.d. Crop Production
- 6.A.6.e. The Ranch Family
- 6.A.6.f. Ranch Labour
- 6.A.6.g. Regulations & Statutes
- 6.A.6.h. Grazing Leases
- 6.A.6.i. Fields & Pastures
- 6.A.6.j. Environmental Impact
- 6.A.6.k. Health and Safety
- 6.A.6.l. Ranch Education Programs
- 6.A.6.m. Mechanization
- 6.A.6.n. Technology

6.A.7. Ranchstead

- 6.A.7.a. Ranch Buildings & Structures
- 6.A.7.b. Domestic Buildings
- 6.A.7.c. Ranch Yards
- 6.A.7.d. Landscaping
- 6.A.7.e. Gardens

6.A.8. Infrastructure

- 6.A.8.a. Grain Elevators
- 6.A.8.b. Stock Yards
- 6.A.8.c. Feedlots
- 6.A.8.d. Greenhouses
- 6.A.8.e. Transportation
- 6.A.8.f. Machinery, Equipment & Supplies

6.B. Elements of Rural Life**6.B.1. Land Holdings**

- 6.B.1.a. Land Surveys
- 6.B.1.b. Settlement Patterns
- 6.B.1.c. Homestead System
- 6.B.1.d. Ethnic Bloc Settlement
- 6.B.1.e. Indian Reserves
- 6.B.1.f. Provincial Land Lease System
- 6.B.1.g. Co-operative & Communal
- 6.B.1.h. Irrigation Districts
- 6.B.1.i. Farm Consolidation

6.B.2. Land Acquisition

- 6.B.2.a. Homestead
- 6.B.2.b. Reserve
- 6.B.2.c. Scrip
- 6.B.2.d. Purchase
- 6.B.2.e. Soldier Settlement
- 6.B.2.f. Reserve Land Surrender

6.B.2.g. Leases

6.B.2.h. Patterns of Land Holdings

6.B.3. Creating Community

- 6.B.3.a. Church
- 6.B.3.b. School
- 6.B.3.c. Post Office
- 6.B.3.d. Community Hall
- 6.B.3.e. Cultural Life
- 6.B.3.f. Fairs, Exhibitions, & Rodeos
- 6.B.3.g. Social History
- 6.B.3.h. Parks & Monuments / Memorials
- 6.B.3.i. Markets

6.B.4. Creating Change

- 6.B.4.a. Farm Press
- 6.B.4.b. Ranch Press
- 6.B.4.c. Local Government (*See also Politics / Government 8.B.5.*)
- 6.B.4.d. Political Movements
- 6.B.4.e. Political / Social Associations
- 6.B.4.f. Women's Institute
- 6.B.4.g. Stockman's Association
- 6.B.4.h. Co-operative Organizations

6.B.5. Agricultural Economics

- 6.B.5.a. Farm & Ranch Income
- 6.B.5.b. Off Farm & Ranch Labour Income
- 6.B.5.c. Household Production
- 6.B.5.d. Farm Yard Production
- 6.B.5.e. Hunting & Gathering
- 6.B.5.f. The Banks
- 6.B.5.g. Marketing (*See also Business & Industry 12.B.2. & 12.C.1.*)
- 6.B.5.h. Itinerant Sales & Service
- 6.B.5.i. Mail Order Purchasing

6.B.6. Aspects of Agricultural Development

6.B.6.a. The Agricultural Imperative

6.B.6.b. Innovation & Adaptation

6.B.6.c. Rural / Town Tension

6.B.6.d. The Seasonal Round

6.B.6.e. The Weather

6.B.6.f. The Settlement Experience



Dominion Avenue, Frank, N.W.T.

Frank Wesley Anderson Collection
Glenbow Archives, NA-411-4

Theme 7. Urban Development

The traveler who for the first time visits Calgary cannot help ejaculating: "Oh! What a beautiful valley! What a pretty town site!" these and many similar expressions are naturally evoked by the situation and surroundings, and they afford an emphatic contradiction to the saying that "God made the country and man made the town." Of course, the explanation is that Calgary is a happy exception.

Calgary, Alberta: Her Industries and Resources, 1885

When Canada acquired the North-West Territories from the Hudson's Bay Company in 1870, there were some concentrations of population in the Alberta Territory that had reached respectable proportions. St. Albert, for instance, was the largest settlement west of Winnipeg in the 1860s. However, as there were no incorporated areas, this has been interpreted to mean that the Territory was, by definition, entirely rural. The Urban Development theme is based on a less legalistic view.

Any population centre, whether defined by statute, by tradition or by circumstance, satisfies the definition of an urban development under this theme. Before the Hudson's Bay Company relinquished control, urban development—by any definition—was minimal. Nevertheless, sizeable communities, such as the *hivernant* settlement at Tail Creek, would appear in the fall and then be vacated with the return of warm weather. Mission settlements such as those of the Methodists at Victoria or the Roman Catholics at Lac La Biche were occupied year-round, and were intended to foster the establishment

of larger communities with permanent populations and institutions. Other places, such as fur trade establishments, did not aspire to these same goals, but focused on the business needs of the company. None of these sites were urban by legal definition, yet all can find a home in this theme.

The vast majority of Alberta's population came here from somewhere else. How they came, and how this shaped Alberta's urban development is a convenient point of departure for this story. The location and form of a new community, or the survival of an existing one, could be determined by its relationship to a waterway, railway, road or airport. Waterways were Alberta's preeminent post-contact transportation corridors before the 1890s, and were the locus for the earliest historic period settlements. Spots that were easily defensible, or intersected traditional Aboriginal routes or gathering places, or were near to natural resources were especially favoured.

Later, it was railways which were most influential. The Canadian Pacific Railway, followed by other railroads, was given title to most odd-numbered sections as an incentive to build lines, and naturally chose to maximize the return on this land by developing townsites on it. Thus, settlements like Claresholm, which was located in a sloughy area, appeared, ignoring superior sites nearby on even-numbered sections. Previously existing communities such as Edmonton could draw the railroad to them, while others, such as Trochu, moved to the line to avoid being bypassed. Yet another set of circumstances saw railroads built to facilitate the exploitation of resources. Drumheller and Lethbridge provide examples where coal was the catalyst both for urban and railroad construction.

Throughout the province, roads delineated the township grid, followed historic trails or shadowed rail lines. If railroads were the arteries, roads were, initially, the capillaries connecting and supplying outlying areas. Communities such as Eldorena, consisting of a school, church, hall, post office and store emerged at crossroads throughout the province without benefit of any kind of formal structure or planning, and never gained any legal standing. As motorized transport became more sophisticated and economical, roads gained in prominence, eventually supplanting the railways. In the process, people not only became more mobile, but generally shifted from rural to urban areas.



University of Winnipeg Archives and Records Centre

The acquisition or enhancement of transportation facilities such as railways, roads or—much later—airports was often a focus for one of the most colourful aspects of Alberta's urban development: the phenomenon of "Boosterism". For a booster, growth was the ultimate good. Many communities mounted aggressive promotional campaigns involving florid publicity, backroom deals with railway companies, vast programs of expansion, and the pursuit of services, government offices, industry, educational institutions and municipal incorporation. The scramble to become the new province's capital provides an example of boosterism in action.

Boards of Trade and a variety of clubs and organizations banded together for the cause. Non-participation was viewed askance. Boosterism did not have the power that contemporary promoters believed. It could not overcome economic realities such as the high cost of transport, which made it impos-

sible to compete with eastern Canadian businesses. Industry, beyond resource processing such as flour milling and meat packing, never took off in a big way. Neither could boosterism withstand or counteract global economic pressures such as the depression of 1913 or the effects of World War I. Nevertheless, it did play a contributing role in Alberta's early urban development.

Until Alberta became a province in 1905, all municipal incorporations took place under the aegis of the North-West Territories government. In 1884, when Calgary was established as a town, it became the second legally defined community in the Territories, and the first in that part which later became Alberta. Nine years later, it was the first to be elevated to city status. In the early 20th century, Alberta's population exploded. Between 1901 and 1911, the peak period of growth, it rose from 73,000 to 374,000. From 1901 to 1915 the segment of the population residing in urban centres rose from 25 to 35 percent. By the time the development boom went bust in 1913, Alberta had six cities: Calgary (1893), Edmonton (1904), Lethbridge (1906), Medicine Hat (1906), Wetaskiwin (1906) and Red Deer (1913).

After the rapid expansion before 1913, growth did not live up to the steps which had been taken to accommodate it. Urban density was a fraction of eastern cities—2.2 people per acre in Edmonton, compared with 31.5 in Toronto in 1912. In general, urban boundaries remained static until the 1950s, and population grew only slowly or registered a decline. No new cities were proclaimed until Camrose, in 1954. A similar pattern can be seen in the formation of towns and villages. It took the infusion of oil revenues to restart the development of Alberta's urban areas after World War II.

Most Alberta communities were created without the benefit of town planning tools taken for granted today. The first piece of legislation to deal with town planning concerns was the Land Titles Act (1906), but it did so only in the most cursory fashion, by stipulating street and alley widths and specifying rear access to lots. Town Planning Acts were passed by the provincial legislature in 1913 and 1929. These addressed street layout, zoning, lot and building size, spacing and types of buildings allowed. Unfortunately, the timing for these laws was unpropitious, coming as they did on the eve of World War I and the Great Depression, respectively, and they were largely unimplemented.

This is not to say that urban development was random or unstructured. Railway townsites were laid out according to standard plans, and mining interests created model communities such as Nordegg. Obvious needs such as power generation, sanitation and fire prevention prompted incorporated municipalities to pass bylaws initiating utilities and instituting building codes. Some even went so far as to hire architects of international repute, as Calgary did in 1912 when it hired T.H. Mawson to devise a garden city concept for the city's future development.

The Urban Development theme provides a framework within which to examine a variety of types of communities, structures, activities and processes. Both the physical and social aspects of the topic are addressed. There are opportunities to analyze the economic, interpersonal, governmental, environmental and cultural forces that were at work, shaping the lives of people in Alberta's communities. The kinds of institutions created and where and how they were accommodated; the types of businesses people started or worked for and what facilities were provided for off-hours activities; what organizations were formed and who could join them; how people related to their environment and what their homes and streets were like; the way a town developed an identity and the role of the population in this process; all these subjects are brought into focus within this theme.

Theme Notes

There is potential for confusion when using the theme elements 7.A.3.f. Commercial, and 7.B.3.b. Retail Trade. Commercial is the more general of the two elements with an emphasis on land use. Retail Trade, on the other hand, is more specific in its usage and focuses on function. Other specific economic functions are also found under the component 7.B.3. Economics. When in doubt, it is helpful to consult the thematic structure at the higher component or sub-theme level.

Similarly, although there may appear to be redundancy in the elements contained in 7.A.3. Land Use, and 7.B. Creating Community, such apparent redundancy may be clarified by consulting the respective component and sub-theme levels.

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Theme 7. Urban Development

7.A. Spatial Organization

7.A.1. Places of Settlement

- 7.A.1.a. Fur Trade Centre
- 7.A.1.b. Mission
- 7.A.1.c. Settlement
- 7.A.1.d. Hamlet
- 7.A.1.e. Village
- 7.A.1.f. Town
- 7.A.1.g. Edmonton
- 7.A.1.h. Calgary
- 7.A.1.i. Other Cities

7.A.2. Specializations

- 7.A.2.a. Agricultural Service Centre
- 7.A.2.b. Resource Centre
- 7.A.2.c. Company Town
- 7.A.2.d. Resort
- 7.A.2.e. The Capital
- 7.A.2.f. Utopian Community

7.A.3. Land Use

- 7.A.3.a. Single Residence
- 7.A.3.b. Multiple Residence
- 7.A.3.c. Educational
- 7.A.3.d. Religious
- 7.A.3.e. Cemetery
- 7.A.3.f. Commercial
- 7.A.3.g. Industrial
- 7.A.3.h. Parks and Memorials / Monuments
- 7.A.3.i. Transportation
- 7.A.3.j. Utilities

- 7.A.3.k. Services
- 7.A.3.l. Public Works
- 7.A.3.m. Government
- 7.A.3.n. Environmental Issues
- 7.A.3.o. Recreation
- 7.A.3.p. Other

7.B. Creating Community

7.B.1. Urban Life

- 7.B.1.a. Religion
- 7.B.1.b. Education
- 7.B.1.c. Communication
- 7.B.1.d. Neighbourhoods
- 7.B.1.e. Fairs, Exhibitions, & Rodeos
- 7.B.1.f. Parks & Monuments / Memorials
- 7.B.1.g. Markets
- 7.B.1.h. Cultural Life
- 7.B.1.i. Social History
- 7.B.1.j. Living in Community

7.B.2. Local Government *(See also Politics/Government 8.B.5.)*

- 7.B.2.a. Town Planning
- 7.B.2.b. Bylaws
- 7.B.2.c. Services
- 7.B.2.d. Utilities
- 7.B.2.e. Transportation
- 7.B.2.f. Politics
- 7.B.2.g. Incorporation
- 7.B.2.h. Taxation
- 7.B.2.i. Social Services
- 7.B.2.j. Recreation
- 7.B.2.k. Philosophy

7.B.3. Economic Sector

- 7.B.3.a. Processing
- 7.B.3.b. Retail Trade
- 7.B.3.c. Service Industry
- 7.B.3.d. Building Industry
- 7.B.3.e. Real Estate
- 7.B.3.f. Professional
- 7.B.3.g. Industry
- 7.B.3.h. Wholesaling
- 7.B.3.i. Transportation
- 7.B.3.j. Education
- 7.B.3.k. Recreation
- 7.B.3.l. Health
- 7.B.3.m. Government
- 7.B.3.n. Finance
- 7.B.3.o. Hospitality Industry
- 7.B.3.p. Illegal Activities

7.B.4. Associations

- 7.B.4.a. Retail Merchants
- 7.B.4.b. Board of Trade
- 7.B.4.c. Community Leagues
- 7.B.4.d. Fraternal & Service Clubs
- 7.B.4.e. Other Voluntary Associations

7.B.5. Surroundings

- 7.B.5.a. Environmental Conditions
- 7.B.5.b. Natural Setting
- 7.B.5.c. Social Parameters
- 7.B.5.d. Negotiating Space
- 7.B.5.e. Public Art
- 7.B.5.f. Streetscapes
- 7.B.5.g. Creating Identity
- 7.B.5.h. Exemplary Structures



Legislative Assembly, late 1940s

Photographer: Harry Pollard

Harry Pollard fonds

Provincial Archives of Alberta, P4176

Theme 8. Politics and Government

Civilization...is standing at the crossroads; in every heart there is a barely conscious feeling of expectancy...What is this old world about to bring forth?

Irene Parlby, UFWA president, addressing the UFA convention, 1918

The United Farmers of Alberta in 1921, and the Social Credit Party in 1935, are often described as having swept into power, as if somehow by surprise, carried into the legislature by a rogue gust of wind. In fact, the groundwork for these victories extended far back, and spaded many fields. While the history of Alberta politics is characterized by political parties holding power for lengths of time, being removed from power and, so far, never gaining it back, it is also characterized by a diversity of political experiences sometimes made invisible by the veneer of monolithic legislatures.

The Politics and Government theme recognizes the many aspects of political life and culture, and permits the examination of the subject from many angles. The structure and responsibilities of governments, the particular parties and movements, the mundane day-to-day aspects of keeping government working, and the excitement and bitterness of elections and other campaigns are all reflected in the theme. So too are the personal costs, the shifts in the political spectrum, and changing voter patterns, for example. The theme includes local, provincial, national, and international elements, and is as personal as it is administrative.

While the theme's organization seems to follow traditional divisions (lists of provincial administrations, for example), this organizing device is but a handy lid for a bubbling pot. Lift that lid a bit, and the odour of scandal, nativism, patronage, fear mongering, and regional animosities wafts out. Lift it further, and the bubbling contents breaking on the surface show gender and ethnic tensions, urban/rural tensions, and labour/capital tensions, for example. Give the pot a stir and the theme allows for the deeper examination of the currents and influences of political life. How much of the first Social Credit victory can be attributed to radio? How did resentment towards the federal government, or the grain companies, or the weather, affect the political landscape? How did returning World War II soldiers, women sewing seams in GWG factories, roughnecks working in the oil fields, or volunteers dishing up soup kitchen meals define their place in the political life of the province? Can we look at some of the labels— radicalism, populism, socialism, conservatism—and come to an understanding of their many components? What, if anything, does the impetus for co-operative action have to say about the nature of political beliefs in Alberta?

While territories, provinces, and constituencies have boundaries, politics does not. Scenes played out on Alberta soil, and far from that soil, have influenced political developments, institutions, and governance in Alberta. Many have argued that the federal government's keeping control over natural resources in 1905 was the seed that blossomed into western alienation. Similarly, did the first provincial Liberal government giving Edmonton the legislature *and* the university set the wheels of a Calgary/Edmonton rivalry in motion? These sorts of topics can be examined here. The experience of Alberta politics has also had implications beyond the province's boundaries. The vigour of alternative parties, their ability to mark the political landscape, and their success at mobilizing support has been a defining characteristic in Alberta politics that has had national implications.

The political theme recognizes that politics and government are separate organisms. The civil service and legislative procedures are as important here as nomination rallies and MLAs. The theme also recognizes that the people who stuff envelopes, pass resolutions, march at rallies, or write letters to the

editor can do so as part of a political party, as citizens, or as members of a particular group. The theme paints politics with a very broad brush.

Theme Notes

Theme element 8.D.1.d. includes federal services such as Canada Post.

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Theme 8. Politics and Government

8.A. Territorial Period (1870–1905)

8.A.1. Institutional Development

- 8.A.1.a. Establishment of Territorial Government
- 8.A.1.b. Responsible Government
- 8.A.1.c. Changing Role of Lieutenant-Governor
- 8.A.1.d. Enfranchisement
- 8.A.1.e. Campaign for Provincial Status
- 8.A.1.f. Political Parties & Movements
- 8.A.1.g. Land Ownership

(See also Agricultural Development 6.B.1.)

8. B. Provincial Period (1905–1955)

8.B.1. Alberta Political Parties and Movements

- 8.B.1.a. Liberal
- 8.B.1.b. United Farmers of Alberta
- 8.B.1.c. Progressives
- 8.B.1.d. Social Credit
- 8.B.1.e. Conservative / Progressive Conservative
- 8.B.1.f. Co-operative Commonwealth Federation /
New Democratic Party
- 8.B.1.g. Communist
- 8.B.1.h. Labour
- 8.B.1.i. Regional Protest Movements
- 8.B.1.j. Non-partisan Movements
- 8.B.1.k. Others

8.B.2. Alberta Premiers and Provincial Administrations

- 8.B.2.a. A.C. Rutherford Administration
- 8.B.2.b. A.L. Sifton Administration
- 8.B.2.c. Charles Stewart Administration
- 8.B.2.d. Herbert Greenfield Administration

- 8.B.2.e. J.E. Brownlee Administration
- 8.B.2.f. R.G. Reid Administration
- 8.B.2.g. William Aberhart Administration
- 8.B.2.h. Ernest Manning Administration

8.B.3. Governing Structure

- 8.B.3.a. The Government
 - 8.B.3.b. The Opposition
 - 8.B.3.c. The Speaker's Office
 - 8.B.3.d. The Legislature
 - 8.B.3.e. Civil Service
 - 8.B.3.f. Lieutenant-Governor
 - 8.B.3.g. Boards & Commissions
- (See also Education 15.A.1.b. & Health 9.A.2.b.)*
- 8.B.3.h. Crown Corporations & Agencies

8.B.4. Government Process

- 8.B.4.a. Jurisdiction
- 8.B.4.b. Bills /Acts
- 8.B.4.c. Statutes
- 8.B.4.d. Regulations
- 8.B.4.e. Orders-in-Council
- 8.B.4.f. The Governing Process

8.B.5. Local Government

- 8.B.5.a. Administrative Structure
- 8.B.5.b. Jurisdictions
- 8.B.5.c. Elected Officials
- 8.B.5.d. Civil Servants
- 8.B.5.e. Bylaws
- 8.B.5.f. Services
- 8.B.5.g. Volunteers
- 8.B.5.h. Tensions

8.C. The Political Experience

8.C.1. The Political Atmosphere

- 8.C.1.a. Public Life
- 8.C.1.b. Political Culture
- 8.C.1.c. Political Philosophy
- 8.C.1.d. Freedom of Expression
- 8.C.1.e. Pomp & Ceremony
- 8.C.1.f. Exemplary Service
- 8.C.1.g. Corruption
- 8.C.1.h. Scandal

8.C.2. Public Participation

- 8.C.2.a. Enfranchisement
- 8.C.2.b. Elections
- 8.C.2.c. Lobbying
- 8.C.2.d. Patronage
- 8.C.2.e. Press
- 8.C.2.f. Public Opinion
- 8.C.2.g. Organizations
- 8.C.2.h. Protest

8.D. Beyond Alberta

8.D.1. The Canadian Context

- 8.D.1.a. Political Process
- 8.D.1.b. Politicians
- 8.D.1.c. Civil Service
- 8.D.1.d. Services
- 8.D.1.e. Laws, Regulations & Policies
- 8.D.1.f. Interprovincial Relations
- 8.D.1.g. Federal Relations
- 8.D.1.h. Co-operation
- 8.D.1.i. Tensions

8.D.2. International Presence

- 8.D.2.a. Albertans Abroad
- 8.D.2.b. Profile
- 8.D.2.c. Diplomacy
- 8.D.2.d. International Causes



Baby Clinic, Alberta Department of Health, 1928

Alberta Department of Health fonds
Provincial Archives of Alberta, A11762

Theme 9. Health

...death came over us all, and swept more than one half of us by the small pox, of which we knew nothing until it brought death among us... We had no belief that one man could give it to another, any more than a wounded man could give his wound to another...

Saukamappee (related to David Thompson in the Winter of 1787–8)

... Perhaps the greatest general effect [of the traveling clinic] is of that subtle kind which works on the mind rather than on the physical nature. To isolated people is brought the equipment, if not the conveniences of modern city institutions; to the new citizen, in many cases still halting in his English, is interpreted the importance placed on good health by government of his adopted country; to the poor is offered the privileges hitherto reserved for those in more opulent circumstances; and to all is exemplified the spirit of good will and practical service; all of which can have no less effect than to develop a type of patriotism and promote a measure of contentment with rural life that will have far reaching, permanent and beneficial effects on the future generations of the province.

Kate Brighty, district nurse, in a CNE broadcast, 1930

Health is a staple topic of everyday conversation. It is polite to enquire after someone's health: "Hello" and "How are you?" follow naturally. "At least

you have your health” is a phrase with which we are all familiar—of all our possessions, it is our health we would give up the last. This theme provides an opportunity to address a wide range of issues relating to this vitally important topic.

What is health? What is health care? Who is responsible for it? Who should pay for it? What is medicine? What obligations do we have to each other to care for each other’s health or protect each other from disease? These are just a few of the questions which arose early in Alberta’s history, and which remain current today.

Euro-Canadian settlement of Alberta coincided with the rise of modern medicine. It was only in the 19th century that inoculation against viral diseases was developed, and that sepsis and antisepsis were understood. At the same time, the status of medicine as a profession was being established.

Doctors were present in Alberta from the 1820s, some with state-of-the-art training obtained at leading schools. Dr. MacKay, an employee of the Hudson’s Bay Company who first served in Alberta in 1878 at Dunvegan, had studied in Glasgow under Dr. Lister, the pioneer doctor who established the link between bacteria and infection. Dentists also made an early appearance. In 1876, while stationed at Fort Walsh in the Cypress Hills, a Sgt. Shaw of the NWMP is recorded as having extracted two teeth for Sitting Bull.

Further medical services were provided through the agency of religious orders, railroad and mining companies, workers’ associations, private sanatoriums and nursing services. Hospitals of various sorts and standards appeared, serving a variety of patient types, and motivated by goals as varied as charity and profit. Initially, government involvement in health care was minimal. In this unregulated environment, almost anyone could set themselves up as a medical practitioner and open a clinic. Quackery was a very real concern.

The first step taken by government was the passing of the Medical Ordinance by the Council of the North-West Territories in 1885. This legislation laid out the qualifications required for the licensing of doctors and dentists, among others. In 1905, soon after the creation of the Province of Alberta, the Medical Profession Act was passed into law. In the following year, the College of Physicians and Surgeons of Alberta, and the Alberta Dental Association were created to regulate and provide accreditation for doctors and dentists.

Over the years, more legislation and more colleges of health professions have been created, until today there are 30 recognised health professions—ranging from acupuncturist and denturists to naturopaths, podiatrists and social workers—governed by 28 colleges.

Perhaps the low point in government health intervention came in 1928 when the provincial legislature passed the Sexual Sterilization Act and appointed a Eugenics Board to deal with people they defined as “mental defectives”. A high point came in 1949, with the creation of Medical Services (Alberta) Incorporated, a prepaid medical care system in which 90% of the population participated.

The upholding of public health standards and the provision of public health education were undertaken by the Public Health Branch of the Department of Health, starting in 1918. By 1919 these functions were being provided, in rural areas where there were no doctors, by District Health Nurses. Inoculations, deliveries and public health education were their primary activities. In the 1950s, nurses were sometimes flown in to attend emergencies. Nurse Laura Attrux, a district health nurse from 1939 to 1974, obtained her pilot’s license and flew herself.

From 1924 to 1939, traveling clinics consisting of two trucks attended by a doctor, a surgeon, two dentists, four nurses and a medical and a dental student, provided dental, surgical and other health services to areas without modern facilities. Public health crises sparked campaigns of education, treatment and prevention. Epidemics, including those caused by viruses such as smallpox in the 1870s, the Spanish flu in 1918, and polio in the early 1950s, and those related to sanitation and living conditions such as typhoid fever, tuberculosis and diphtheria all prompted a response from the health care infrastructure.

During the early years, health care professionals had to gain their training outside of Alberta, but by the late 1890s, schools of nursing were being operated in Calgary and Edmonton. The University of Alberta opened a medical school in the second decade of the 20th century. The first baccalaureate in nursing was awarded by the University of Alberta in 1927, and a psychiatric nurse training school was opened at the Provincial Hospital for the Insane in Ponoka in 1931. The ever-widening scope of health professions was matched by increasing opportunities to acquire skills.

The wide range of activities Albertans have engaged in relating to health has generated a corresponding variety of historic resources. Buildings housing maternity hospitals, tuberculosis sanatoriums, veterans' convalescent hospitals, mental institutions, isolation hospitals, clinics and general hospitals set the stage. Artifacts ranging from medical equipment through pottery wares for invalid care, uniforms, pharmaceutical supplies from Chinese apothecaries and teaching aids from medical schools give dimension to the facts. Documentary evidence from government, professional associations, medical practitioners, patients, purveyors of medical supplies, charitable organizations and others breathe life into the story of health in this province.

Health is a subject that has absorbed a great deal of Albertans' time and resources over the years. Defining and redefining the roles of patients, practitioners and regulators, researching, educating, fundraising, enforcing, lobbying, treating, building and rebuilding—health is clearly a topic of vital importance in the history of the province.

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Theme 9. Health

9.A. Health Care System

9.A.1. Philosophy of Health

- 9.A.1.a. Concepts of Wellness
- 9.A.1.b. Concepts of Illness
- 9.A.1.c. Issues of Responsibility
- 9.A.1.d. Business of Health
- 9.A.1.e. Physical Dimension
- 9.A.1.f. Psychological Dimension
- 9.A.1.g. Social Perspectives
- 9.A.1.h. Philosophies, Attitudes, and Trends

9.A.2. Administration

- 9.A.2.a. Finance
- 9.A.2.b. Governance & Control
(*See also Politics and Government 8.B.3.g.*)
- 9.A.2.c. Medical Associations
- 9.A.2.d. Legislation

9.A.3. Education

- 9.A.3.a. Professional Training
- 9.A.3.b. Research & Discovery

9.A.4. The Patient

- 9.A.4.a. Being a Patient
- 9.A.4.b. Medical Insurance
- 9.A.4.c. Self Help (fraternal organizations)
- 9.A.4.d. Workers Compensation
- 9.A.4.e. Systemic Diseases
- 9.A.4.f. Contagious Diseases
(*See also Aboriginal Life 3.A.1.g.; 3.A.3.d.; 3.B.1.i.*)
- 9.A.4.g. Accidents
- 9.A.4.h. Natural Processes

9.B. The Practice of Medicine

9.B.1. Personnel

- 9.B.1.a. Doctors
- 9.B.1.b. Nurses
- 9.B.1.c. Dentists
- 9.B.1.d. Pharmacists
- 9.B.1.e. Mental Health Professionals
- 9.B.1.f. Native Medicine Men / Women
(See also *Aboriginal Life* 3.A.1.g.; 3.A.3.d.; & 3.B.1.i.)
- 9.B.1.g. Midwives
- 9.B.1.h. Acupuncturists
- 9.B.1.i. Spiritual Advisors
- 9.B.1.j. Other Medical Personnel
- 9.B.1.k. Family & Others

9.B.2. Infrastructure

- 9.B.2.a. The Home
- 9.B.2.b. Hospitals & Infirmaries
- 9.B.2.c. Psychiatric Facilities
- 9.B.2.d. Nursing Stations
- 9.B.2.e. Doctors' Offices
- 9.B.2.f. Spas & Sanatoriums
- 9.B.2.g. Specialised Institutions
- 9.B.2.h. Emergency Transport
- 9.B.2.i. Apparatus
- 9.B.2.j. Other

9.B.3. Diagnosis, Treatment & Care

- 9.B.3.a. The Diagnostic Process
- 9.B.3.b. Therapies
- 9.B.3.c. First Aid
- 9.B.3.d. Medication
- 9.B.3.e. Health Aids
- 9.B.3.f. Health Foods
- 9.B.3.g. Home Remedies
- 9.B.3.h. Naturopathy
- 9.B.3.i. Homeopathy
- 9.B.3.j. Home Care
- 9.B.3.k. Counselling
- 9.B.3.l. Spiritual Remedies
- 9.B.3.m. Refusal & Denial of Treatment

9.B.4. Public Health

- 9.B.4.a. Clinics
- 9.B.4.b. Disease Control
- 9.B.4.c. Eugenics
- 9.B.4.d. Reportable Diseases
- 9.B.4.e. Public Education
- 9.B.4.f. Education Campaigns
- 9.B.4.g. Popular Movements
- 9.B.4.h. Health, Sanitation, & Food Inspection
- 9.B.4.i. Burial





“My Friend From India” Performed in Edmonton, 1904

Photographer: Charles Mathers

Ernest Brown fonds

Provincial Archives of Alberta, B9062

Theme 10. Work and Leisure

In any shop in which women are employed the employer shall at all times provide and keep therein a sufficient and suitable chair or seat for the use of every such woman permanently employed...and the employer shall not...prevent any female employee from using such chair or seat. (2) Any person who contravenes any of the provisions of this section shall incur a penalty of not more than \$25.

An Act for Protection of Persons employed in Factories, Shops and Office Buildings, Province of Alberta, Assented to 5 April 1917

The programme at the opening performance was: 1. Overture by Hainsworth's orchestra, 2. Madam Tantrums, 3. Farmers making bread, 4. Errand boy wanted, 5. Blair and McNulty, introducing character changes, singing, acrobatic dancing, rapid fire conversation, knockabout and burlesque dancing, 6. Fishing industry, 7. Illustrated song by John Hall, 8. Traced by a laundry mark, 9. The golden beetle.

Report in the *Edmonton Bulletin* regarding opening of the new Orpheum Theatre in Edmonton, 23 September 1907, p.8

Albertans' lives are no different than many people's lives; a large portion of time is taken up by the pursuits of either work or leisure. This theme relates to all of the themes in the *Master Plan 2005* document, taking a general approach to the topics of work and leisure. Specifics of particular work experiences, and some particular leisure experiences, will be found in each individual theme.

The theme begins with a discussion of money, acknowledging its central role in the concepts of work and leisure, and its effect on the attitudes towards and experiences of both. It is interesting to note that money, for the most part, is derived from work and a certain amount of it is considered well spent on leisure. Payment is received for many forms of work, and work has long been interpreted by economists as paid labour. This notion of paid and unpaid labour is central to the theme, and central to the definition of work. Such topics as attitudes toward money, societal notions of what are appropriate expenditures and for whom, wage rates, and the rise of certain leisure activities, could all find a home here.

The part of the theme focusing on work refers more to the general theory and experience of work. Such topics as attitudes, economic theory, notions of success and failure, union and labour concepts and initiatives, notions of productivity, the work environment, unemployment, volunteering, and personal identification with work, are represented. The definition of work as paid labour, for example, excludes a vast amount of work. How this definition has affected women and men, in societal and personal terms, could be explored here.

The history of legislation concerning work finds a natural home in this theme, and takes in national, provincial and local aspects of this question. Attitudes toward work and workers or towards notions of the economy, the questions of relief and social policy, for example, could be illuminated here. An Alberta coal miners strike in 1906 gave Mackenzie King the final push he needed to introduce the federal Industrial Disputes Investigation Act in 1907. The Act forbade strikes and lockouts if conciliation talks were underway. In 1917, An Act for Protection of Persons employed in Factories, Shops and Office Buildings, was finally passed by the Alberta legislature, after much lobbying by labour organizations. These are but two examples of how this theme would allow the scholar or archivist or curator to explore general questions about work.

Many factors, from gender to religion to class to ethnicity, have affected the work experience. It has been argued that Asian men who worked as miners and railroad workers were given the most dangerous work. Types of work and workplaces were sometimes attached to particular class attitudes. For

example, in the late 1920s, certain department stores were considered high class, with "classy" clientele, and they had similar expectations of their staff. Some department stores hired Jews, others would not. Women have often received unequal treatment in the workforce; in Canada in 1931, women received about 60% of men's wages. Native women found gender conspired with race to severely restrict their employment prospects.

People have often been united by the kind of work they do, forming various kinds of organizations to provide support, advocacy, education, or to serve a political function. In agriculture, for example, the United Farmers of Alberta and United Farm Women of Alberta not only played advocacy roles, but functioned as a focal point in rural communities. UFA locals distributed supplies to farmers and, after 1923, helped run the Alberta Wheat Pool. Sunday picnics followed by speeches at local UFA halls provided entertainment and educated members about the latest developments in agriculture. These meetings instilled solidarity among farm families in each community.

This example is a good introduction to the leisure section of this theme, and shows one way that work and leisure are joined. UFA picnics show the often blurred line dividing work and leisure, and ambivalent attitudes to the pursuit of leisure. Was a picnic that had educational speeches as well as three-legged races and balloons work, or leisure? Another question for this theme.

Whether it be paid or unpaid, work is the central activity of most Albertans. Where does leisure fit in in societal terms? Even retirement, which is often considered the pinnacle of leisure time, is defined by work or more precisely, the end of work. Therefore, a definition of leisure—that of not being occupied—is essentially derived from the definition of work. And leisure, especially in the instance of retirement, is considered to be a reward.

Leisure is also influenced by class, status, age, religion, ethnicity and rural or urban setting, and many other factors. More and varied leisure activities were more easily available to city dwellers. Theatres, art galleries and other recreational centres were often only in urban centres and rural people were remote from these entertainments until the railway allowed for greater accessibility. In fact, special fares were offered along certain routes for attending such events as the Edmonton Exhibition and Calgary Stampede. In 1939

special trains brought visitors to see Queen Elizabeth and King George VI. In addition, the rail lines served as a means of transportation for vaudeville shows, Chautauqua, midways and circuses to travel to smaller centres.

Leisure events were often linked to ethnic groups. St. Patrick's Day, Robbie Burns Day, and St.-Jean Baptiste Day celebrations were usually held for all townsfolk, though, and not necessarily restricted to the particular ethnic group.

Leisure often followed the values and thinking of the day. Parks and playgrounds, for example, were considered quite early on to be important not only for reasons of recreation, but also for exercise and health, the development of character in children and the prevention of juvenile delinquency. Who could partake in what leisure activities? Was leisure solely for recreation or enjoyment, or did it have to have an educational or some other uplifting component? Where did pure idleness fit in?

While work is generally thought to be important in maintaining a standard of living, leisure's importance could be interpreted as the measure of the quality of one's life. That individuals did not have total control over either makes an intriguing foundation for this theme.

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Theme 10. Work and Leisure

10.A. Money

10.A.1. Personal Economic Environment

- 10.A.1.a. Earnings
- 10.A.1.b. Savings
- 10.A.1.c. Spending
- 10.A.1.d. Borrowing
- 10.A.1.e. Investment Practices
- 10.A.1.f. Bankruptcy

10.A.2. Wider Influences

- 10.A.2.a. Economic Conditions
- 10.A.2.b. Economic Theory
- 10.A.2.c. Societal Conditions
- 10.A.2.d. The Banks
- 10.A.2.e. Other Financial Institutions
- 10.A.2.f. Attitudes

10.A.3. Other Factors

- 10.A.3.a. Health
- 10.A.3.b. Discrimination
- 10.A.3.c. Family
- 10.A.3.d. Lifestyles
- 10.A.3.e. Notions of Success & Failure
- 10.A.3.f. Disasters

10.B. Working Life

10.B.1. Philosophy of Work

- 10.B.1.a. The Concept of Work
- 10.B.1.b. Changing Ideals
- 10.B.1.c. Moral Pressures
- 10.B.1.d. Societal Pressures

10.B.1.e. Work Ethic

10.B.1.f. Notions of Productivity

10.B.2. Parameters of Work

- 10.B.2.a. Working Environment
- 10.B.2.b. Occupations
- 10.B.2.c. Status in Society
- 10.B.2.d. Notions of Success
- 10.B.2.e. Regulations
- 10.B.2.f. Hours
- 10.B.2.g. Age
- 10.B.2.h. Gender
- 10.B.2.i. Ethnicity
- 10.B.2.j. Urban / Rural Experience
- 10.B.2.k. Remuneration
- 10.B.2.l. Unemployment
- 10.B.2.m. Retirement

10.B.3. Expressions of Work

- 10.B.3.a. Types of Employment
- 10.B.3.b. Gender Specific
- 10.B.3.c. Age Specific
- 10.B.3.d. Class Specific
- 10.B.3.e. Personal Identification with Work

10.C. Leisure Life (See also Sport 16.B.)

10.C.1. Philosophy of Leisure

- 10.C.1.a. Concept of Leisure
- 10.C.1.b. Changing Ideals
- 10.C.1.c. Institutionalization of Leisure Activities
- 10.C.1.d. Personal Improvement
- 10.C.1.e. Health & Well-being
- 10.C.1.f. Building Citizens

- 10.C.1.g. Building Communities
- 10.C.1.h. Moral Pressure
- 10.C.1.i. Societal Pressure
- 10.C.1.j. The Concept of Idleness

10.C.2. Parameters of Leisure

- 10.C.2.a. Absence of Work
- 10.C.2.b. Changing Ideals & Practices
- 10.C.2.c. Inactivity
- 10.C.2.d. Notions of Time
- 10.C.2.e. Structured & Unstructured
- 10.C.2.f. Government Policy
- 10.C.2.g. Regulations
- 10.C.2.h. Personal Options
- 10.C.2.i. Age
- 10.C.2.j. Gender
- 10.C.2.k. Ethnicity
- 10.C.2.l. Class / Status
- 10.C.2.m. Urban / Rural Experience

10.C.3. Categories of Experience

- 10.C.3.a. Participants & Spectators
- 10.C.3.b. Volunteering
- 10.C.3.c. Mentoring
- 10.C.3.d. Gaining Knowledge
- 10.C.3.e. Social Aspects
- 10.C.3.f. Gendered Differences

10.C.4. The Practice of Leisure

- 10.C.4.a. Infrastructure
- 10.C.4.b. Training & Certification
- 10.C.4.c. Organizations
- 10.C.4.d. Materials



Episcopal Consecration, Edmonton, 1929

Consecrating Bishops left to right H.T. O'Leary (Edmonton), E. Bokadevskyi (Philadelphia), B. Takach (Pittsburgh)

Ukrainian Canadian Archives and Museum of Alberta Ph-87-8

Theme 11. Spiritual Life

*Old Man was travelling about, south of here, making the people.
He came from the south, travelling north, making animals and
birds as he passed along.*

Grinnell 1907: 137

*Thou gracious God, whose mercy lends
The light of home, the smile of friends.
Our gathered flock Thine arms enfold,
As in the peaceful days of old.*

Hymn 392, Hymnary of the United Church of Canada

The Spiritual Life theme accommodates world views from the many cultures that built Alberta. Central to this topic is the “Sacred”—the sphere of extraordinary phenomena associated with awesome supernatural forces.¹ Concepts, teachings and practice provide categories which house a variety of philosophical concepts central to spiritual life. The theme encompasses the formal structure, personnel and infrastructure of organized religion, indigenous religious practices, conversion, proselytization, economics, social and public influence, and individual expression, to name but a few items. It is appropriate that this theme should be so broad-reaching, for the influence of religion on the lives of Albertans and the history of the province has been pervasive. Indeed, aspects of spiritual life topics can also be found in most themes, either explicitly or implicitly.

The world of Aboriginal people did not differentiate the sacred and profane; spiritual force was everywhere. The supernatural was as real as the buffalo hunt or fish camp. The landscape was dotted with sacred places celebrated in myth—the manitoes resident in ribstones, the rock which chased Napi and now lies at Okotoks, Old Women's Buffalo Jump where men and women first cohabited—attest to the sacred nature of the world. Theme 11 is a home for the physical manifestations of belief from rock art to medicine wheel to medicine bundle. Documents and recordings provide a record of ceremony, ritual and meaning beyond mere physical manifestation and illuminate the elements of Aboriginal spiritual life.

The changing nature of immigration and the ethnic pools drawn to the province have resulted in a population where religious diversity is magnificent. The foundation rests on Roman Catholic and Methodist clergy sent to proselytize the Aboriginal population and to minister to scattered Europeans and Métis. Fathers Thibault, Lacombe, Taché and Grandin; the Reverends Rundle, Wolsey, Steinhauer, and George and John McDougall, did more than fight for souls; they guided their Aboriginal converts in the expectation of massive social and economic changes to come. Anglican clergy, supported by the Church Missionary Society in London, began mission farms among the Blackfoot and in the northwest. Conflict with the United States government brought the Mormons to southern Alberta in the 1890s where they were welcomed for their skill with small-scale irrigation agriculture. The variety of churches gradually increased; by 1921 Presbyterians (21%), Anglicans (16%), Catholics (16%), Methodists (15%), Lutherans (10%) and Baptists (5%) were all represented by Albertan congregations. Immigrants from the American midwest introduced fundamentalist evangelical sects, forming about 10% of the congregations. Central and eastern European immigrants settled as small farmers in the parklands and their exotic Ukrainian Greek Catholic, Russian Orthodox, and Ukrainian Orthodox domed churches are scattered through central Alberta. Mennonites, Hutterites, and Doukhobors presented social challenges because of their pacifism and systems of land tenure. Small communities of Jews, Muslims and Buddhists further expanded the religious variety to be found in the province.

Whether shaman or priest, religious leaders of all denominations have been influential leaders in society. Leaders such as Lutheran pastors P.B. Anderson and H.N. Ronning, Mormon Elder Charles Ora Card, and Anglican Isaac Barr established colonies of co-religionists. As well as the maintenance of religious tradition, the churches were a focus for the cultural and social life of many communities. They formed a unifying framework to keep alive cultural traditions and language. Many social institutions such as scouting, the YWCA and YMCA were closely linked to the churches. Education was also under church influence. Both Protestant and Catholic clergy ran Indian residential schools, while evangelical groups established various bible colleges.

The political process also saw great influence from the religious denominations. The separate school issue generated great controversy and pitted the Protestant-dominated territorial legislature, the federal government, and the Roman Catholic hierarchy against each other in the 1875–1905 period. Prohibition was strongly supported by many Protestant churches. Indeed, the struggle to retain prohibition in the early 1920s, revulsion with church sanction of the slaughter in the trenches during the First World War, increasing secularism, and controversy over Presbyterian and Methodist church union eroded the influence of the established churches, but opened the way for fundamentalist evangelical sects. Perhaps the ultimate expression of religion, technology, and politics was William Aberhart and the Social Credit movement. His Calgary Prophetic Bible Institute, radio gospel programs on CFCN, and adoption of Major Douglas's Social Credit political theories would propel "Bible Bill" and, later, his disciple, Ernest Manning, to the top political position in the province.

Theme 11. Spiritual Life, can thus be seen to accommodate a great many elements which might not have been initially envisioned: theology, organization, leadership, community services, cultural and linguistic preservation, education, and politics can be found here. Still, the theme does not neglect the power of religion in its own sphere. Church buildings are often the physical embodiment of a community's faith and pride. In Alberta, community churches were frequently constructed by volunteers drawn from the congregation, led by a skilled tradesman. Elaborate buildings requiring greater

specialists for construction were only possible through congregational subscription. The architecture, art, and stained glass of the shell were a fitting place for sacred music and literature proclaiming man's love of God. More than any other structure, public or private, Alberta's churches reflect the commitment of her people to a life beyond the day-to-day struggle; a spiritual life.

Theme Notes

In this theme, "architecture" is distinguished from "infrastructure" in that architecture is reserved for particularly notable examples of a building, while infrastructure is intended to be more representative and inclusive. Further, infrastructure is taken to include additional parts of a site beyond that of the main structure.

Notes

- 1 Note that an anthropological definition is used here since it is broader than theological definitions.

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Theme 11. Spiritual Life

11.A. Sacred Belief Systems

11.A.1. Concepts

- 11.A.1.a. The Sacred
- 11.A.1.b. Spiritual Goals
- 11.A.1.c. Evil
- 11.A.1.d. Goodness
- 11.A.1.e. Symbol
- 11.A.1.f. Myth
- 11.A.1.g. Ritual
- 11.A.1.h. The Spiritual Order
- 11.A.1.i. The Nature of Being
- 11.A.1.j. Other

11.A.2. Teachings

- 11.A.2.a. Theology
- 11.A.2.b. Doctrine
- 11.A.2.c. Writings
- 11.A.2.d. Revelations
- 11.A.2.e. Visions
- 11.A.2.f. Notions of Truth
- 11.A.2.g. Liturgy
- 11.A.2.h. Sacraments
- 11.A.2.i. Other

11.A.3. Practice

- 11.A.3.a. Ways to Spiritual Goals
- 11.A.3.b. Notions of Moral Action
- 11.A.3.c. Confronting Evil
- 11.A.3.d. Conceptions of Society
- 11.A.3.e. Tolerance
- 11.A.3.f. Ceremonial Objects and Apparel
- 11.A.3.g. Other

11.A.4. Additional Forms of Devotional Expression

- 11.A.4.a. Art
- 11.A.4.b. Music
- 11.A.4.c. Literature
- 11.A.4.d. Architecture
- 11.A.4.e. Iconography
- 11.A.4.f. Reliquary
- 11.A.4.g. Sacred Place
- 11.A.4.h. Pilgrimage
- 11.A.4.i. Other

11.B. Social Organization

11.B.1. Internal Structures

- 11.B.1.a. Personal Belief Systems
- 11.B.1.b. Denominations
- 11.B.1.c. Congregations
- 11.B.1.d. Organization
- 11.B.1.e. Personnel
- 11.B.1.f. Infrastructure
- 11.B.1.g. Economic Structure
- 11.B.1.h. Societies
- 11.B.1.i. Fellowship
- 11.B.1.j. Dissent
- 11.B.1.k. Other

11.B.2. External Operations

- 11.B.2.a. Proselytization
- 11.B.2.b. Ecumenism
- 11.B.2.c. The Wider Ecumenism
- 11.B.2.d. Separateness
- 11.B.2.e. Church and State
- 11.B.2.f. Conflict
- 11.B.2.g. Co-operation
- 11.B.2.h. Organizations

11.C. Secular Dimensions

11.C.1. Intra-Community Life

- 11.C.1.a. Service Clubs and Societies
- 11.C.1.b. Charitable Work
- 11.C.1.c. Education
(See also *Aboriginal Life* 3.B.1.f. and *Education* 15.A.5.d.)
- 11.C.1.d. Medical Work
- 11.C.1.e. Social Life
- 11.C.1.f. Community Organization
- 11.C.1.g. Other

11.C.2. The Public Dimension

- 11.C.2.a. Social Influence
- 11.C.2.b. Political Influence
- 11.C.2.c. Economic Influence
- 11.C.2.d. Social History
- 11.C.2.e. Acting in Society
- 11.C.2.f. International Aspects



Workers at the Canadian Sugar Beet Factory, Picture Butte, 1947

Photographer: Harry Pollard

Harry Pollard fonds

Provincial Archives of Alberta, P3552

Theme 12. Business and Industry

The Canadian Tractor is not a high-speed tractor, encumbered with highly scientific devices. Western farmers don't need that kind of machine. The Canadian Tractor is a heavy duty, everyday, reliable machine.

Advertising flyer, 1919

*Fighting for democracy with ballots in our guns,
Tyrants and plutocrats—we'll beat them as the Hun;
All the hordes of privilege will soon be on the run,
For we're marching to victory.*

United Farmers of Alberta campaign song, 1920

The business and industry theme combines a broad discussion of the economy with more particular discussions of business and industry. While it is understood that the economy is much broader than its business and industry companions here, the fit seems a good one from an organizational standpoint. This theme rests on the understanding that the economy can be framework, actor, and thief. Alberta's economy in the post-1870 period has been all three.

By 1900, the framework had been well established. The heart of finance capitalism beat in Montreal and Toronto, its arteries extending through the west as railways, long lines of trailing cattle, and sturdy bank branches. American investment often settled on natural resources. First coal, then natural gas and petroleum attracted its interest. Large-scale manufacturing, producing items

such as stoves and binders and carriages, was well established in central Canada near a ready labour force and the mills and foundries of southern Ontario. The fertile soil of western Canada seemed willing to give back its richness in wheat, and from 1890 to 1930, wheat was Canada's major staple export.

Alberta businesses in this initial period tended to be relatively small, family-owned enterprises serving fairly local markets. Businesses opened in towns and cities where the demands of agricultural settlement and production, or resource extraction, kept the need for goods and services high. Hardware stores and lumberyards, grocerias and hotels, and milliners, photographers and piano teachers all catered to the local market. Larger concerns such as Massey-Harris and the Eaton's catalogue established an early presence too. Dreams of economic growth consumed town councils and boards of trade, and led them to chase the elixir of the moment: a railway station, settlers, industry, an airport.

Apart from their own devastating effects on families and communities, between 1910 and 1945 the big three—World War I, the Depression, and World War II—led the Canadian government to effect revolutionary change in the functioning of Canada's economy. From the introduction of income tax in 1917, to establishing the Bank of Canada in 1935, to the massive tax changes of 1941 and wartime price controls, the economic landscape shifted beyond the control of most Canadians. Albertans did what they could, forming cooperatives, a wheat pool, joining unions, and trying to influence or replace municipal and provincial governments.

The final wartime price control was removed in 1950. By then, although Alberta's economy had grown, and large engineering, meatpacking and other firms had emerged, fundamental change remained elusive. Agriculture was still important, and purchases of agricultural machinery—manufactured elsewhere—soared in the late 1940s. Although more and more wheat left the country as flour, exporting staples remained the cornerstone of Alberta's economic activity: it was massive oil and gas fields that birthed communities now, not coal or furs.

Tariffs and freight costs, invention and production, owners, management and unions, labour and farmer political alliances, Theme 12. Business and Industry is more than just the simple means of production. In Alberta, much

industry was developed to support the agricultural sector and the resource extraction economy based on forestry, fishing, mining and petroleum and natural gas. While industry-specific elements can be found in the Resource Development and the Agricultural Development themes, the broad flow of industrial development is considered here under Theme 12.

The relatively large-scale production of freighter canoes and boats to transport the yearly fur returns down to the forts on Hudson Bay may be the first manufacturing venture in the province. Boats, such as those produced by the Gordon Lumber Company of Fort McMurray, were needed to open up the great northern waterways. The aircraft made by Northwest Industries in Edmonton illustrate Albertans' continuing interest in production of transportation equipment.

Innovation and adaptation are characteristics of Alberta's agriculture sector, and nowhere is this more evident than in the development and production of agricultural equipment. The Noble plow, the Kirchner brothers' stackers, the Self-anchoring Tree and Stump Puller, Tumble Bugs, Harvest-stackers, and Wire Weeders, developed by Alberta farmers, were placed in general production by heavy industry foundries such as Edmonton Iron Works, Lethbridge Iron Works, and Alberta Foundry and Machine Company of Medicine Hat. The latter, converting from First World War munitions work, produced the Canadian Tractor. Medicine Hat also witnessed the assembly of Stinson tractors.

Abundant natural gas made Medicine Hat a centre for flourmills, brick plants, clay works and potteries. Medalta Potteries ceramic wares were shipped across the country; their stoneware jars held flour and sugar in households near and far.

Saddlery and harness were, as might be expected, an important manufacture when transportation was primarily horse based. However, other goods were made to support exploration and resource development in wilderness areas. Edmonton Tent and Mattress Co., or Northwest Tent and Awning, have a long local history of producing the necessities for northern bush camps.

The garment industry was another major player in the manufacturing world. The Great Western Garment Company (GWG) has from its start in 1911 been synonymous with Edmonton's garment industry. Run from well-lit

and ventilated purpose-built buildings, the company encouraged the workers to form Local 120 of the United Garment Workers of America union. While the “Union Made” label was seen as good business, GWG had a genuine interest in labour/management relations, and contributed to the development of labour legislation in the province.

From the fur trade era to the present, the tension among workers, managers, and owners enlivens the theme. The United Mine Workers of America 1906 Lethbridge strike had national implications. The Galt interests’ attempt to repress union activities and run the coal mines with scabs was answered violently; several of the strike-breaker’s homes were blown-up. Mackenzie King was sent from Ottawa to mediate, and subsequently drafted the Industrial Disputes Investigation Act, a major work in labour legislation.

Militant labour, frequently communist, characterized the coal industry. A communist town council in Blairmore renamed the main street Tim Buck Boulevard and made May Day a civic holiday. An unlikely amalgamation of mine workers, unionized urban workers and farmers threw out the mainline parties in the 1921 provincial election, sending the United Farmers of Alberta to political power. Ethnic and demographic pattern changes resulted in militant labour being less important in the oil industry.

Capital and politics, frequently connected, are another part of the manufacturing and industrialization process. Capital starvation for local companies resulted in the dominance of American-owned Royalite (Imperial Oil) in the oil fields of the 1920s. The Boychuk Stoker, an efficient machine which could have reduced farm labour at harvest, never reached production due to the 1929 stock market crash. Most federal war contracts went to central Canada; only 2.6% of Second World War industrial contracts were tendered in Alberta. While Premier Manning had hoped that natural gas would encourage industrialization in Alberta, federal government policy was to transport the gas to the country’s industrial heartland in Ontario and Quebec. When major financial institutions backed away from the venture, the federal government advanced 90% of the credit needed for construction of the Trans-Canada Pipe Line project.

This brief introduction suggests only some of the material covered by the theme. Industry can encompass many things, from the Brewster’s development of North America’s largest sightseeing business to Grant’s manufacture of radio equipment in Calgary. Insurance, land use zoning, health and safety, and industrial architecture all find a home here. The Business and Industry theme clearly encompasses a complex and dynamic portion of the history of Alberta.

Theme Notes

Much of the infrastructure associated with Theme 12, Business and Industry, has been classified under Theme 7, Urban Development, due to its setting.

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Theme 12. Business and Industry

12.A. The Economy

12.A.1. Economic Thought

- 12.A.1.a. Economic Philosophy
- 12.A.1.b. Economic Theory
- 12.A.1.c. Monetary Theory
- 12.A.1.d. Attitudes
- 12.A.1.e. Measurements

12.A.2. Finance

- 12.A.2.a. Banking System
- 12.A.2.b. Other Financial Institutions
- 12.A.2.c. Finance Capital
- 12.A.2.d. Global Influences
- 12.A.2.e. Government Policies
- 12.A.2.f. Investment Practices
- 12.A.2.g. Currency
- 12.A.2.h. Regulation

12.B. Business

12.B.1. Commerce

- 12.B.1.a. Business Types
- 12.B.1.b. Entrepreneurship
- 12.B.1.c. Profit & Loss
- 12.B.1.d. Regulation
- 12.B.1.e. Changing Practices

12.B.2. The Market Place

- 12.B.2.a. Theory
- 12.B.2.b. Function
- 12.B.2.c. Trends
- 12.B.2.d. Regulation
- 12.B.2.e. Underground Economy

12.B.3. Business Practices

- 12.B.3.a. Business Theory
- 12.B.3.b. Corporate Structure
- 12.B.3.c. Human Resources
- 12.B.3.d. Production
- 12.B.3.e. Marketing
- 12.B.3.f. Accounting
- 12.B.3.g. Associations
- 12.B.3.h. Lobbying
- 12.B.3.i. Training & Education
- 12.B.3.j. Accidents & Injuries
- 12.B.3.k. Technological Change

12.C. Industry

12.C.1. Production and Processing

- 12.C.1.a. Natural Resources
- 12.C.1.b. Food and Beverages
- 12.C.1.c. Agricultural Products
- 12.C.1.d. Heavy Industry
- 12.C.1.e. Light Industry
- 12.C.1.f. Apparel
- 12.C.1.g. Chemical & Allied Products
- 12.C.1.h. Metal Work
- 12.C.1.i. Transportation
- 12.C.1.j. Printing & Publishing
- 12.C.1.k. Broadcasting & Dissemination
- 12.C.1.l. Telecommunications
- 12.C.1.m. Domestic Products
- 12.C.1.n. Other

12.C.2. Industrial Organization

- 12.C.2.a. Work Force
- 12.C.2.b. Unions
- 12.C.2.c. Non-Unionized Workers

- 12.C.2.d. Management
- 12.C.2.e. Owners
- 12.C.2.f. Income

12.C.3. Industrial Environment

- 12.C.3.a. Working Conditions
- 12.C.3.b. Labour Laws
- 12.C.3.c. Strikes & Lockouts
- 12.C.3.d. Capitalization
- 12.C.3.e. Market Forces
- 12.C.3.f. Political Climate
- 12.C.3.g. Public Attitude

12.C.4. Health & Safety

- 12.C.4.a. Training & Education
- 12.C.4.b. Accidents & Injury
- 12.C.4.c. Insurance

12.C.5. Technological Change

- 12.C.5.a. Changing Power Sources
- 12.C.5.b. Changing Production Methods
- 12.C.5.c. Innovation & Adaptation
- 12.C.5.d. Invention

12.D. The Landscape

12.D.1. Regulation

- 12.D.1.a. Zoning
- 12.D.1.b. Law

12.D.2. Land Use

- 12.D.2.a. Environment
- 12.D.2.b. Factories
- 12.D.2.c. Other Production Centres
- 12.D.2.d. Warehousing
- 12.D.2.e. Infrastructure
- 12.D.2.f. Places of Business
- 12.D.2.g. Housing

12.D.3. Parameters

- 12.D.3.a. The Consumer
- 12.D.3.b. Advertising
- 12.D.3.c. Philanthropy
- 12.D.3.d. Social Influence
- 12.D.3.e. Political Influence
- 12.D.3.f. Responsibility
- 12.D.3.g. Public Attitudes
- 12.D.3.h. Social History



North-West Mounted Police, n.d.

(Standing Sgt. Munroe, Const. Parker; Seated Sgt. Joyce, Sgt. Nicholson)

Ernest Brown fonds

Provincial Archives of Alberta, B1926

THEME 13. LAW ENFORCEMENT

There shall be appointed for the municipality of the town of Calgary, a chief constable whose duty it shall be to...arrest all drunken and disorderly people, to stop all fast driving and riding in the town, to attend all fires and to attend all meetings of the council...

Calgary Town Bylaw No. 11,

7 February 1885

Any society must, at some point, decide how to handle circumstances where acts are carried out that are considered to be immoral, anti-social, or contrary to the public good. Defining what is not, for example, moral and socially responsible conduct, or what damages the public good, falls to what can be generally described as the development and experience of law in a society.

Alberta's First Nations had differing approaches to law and law enforcement. Perhaps the most potent sanction was simply public opinion; gossip and ridicule were difficult to bear for people living in small groups. Murder might result in a retribution killing with the danger of escalation to a major feud, so Chiefs and Elders would attempt to reconcile the parties, perhaps through the payment of an indemnity. During the communal buffalo hunt on the plains, warrior societies would be assigned to maintain order to prevent individual hunting from disrupting the bison herd. According to Louis Knafla, the Hudson's Bay Company, "while never expressed officially,... in practice accepted the rule of aboriginal law for the domestic concerns of native people." (Knafla:1986, 35)

The Civil and Criminal Jurisdiction Act of 1821 set out the Company's jurisdiction in the west. Following Confederation, the Dominion Acts of 1870 and 1871 created the North-West Territories. Creation of what would become one of Canada's icons, the North-West Mounted Police (NWMP) (later the Royal Canadian Mounted Police), followed with the North-West Mounted Police Act of 1873. Members of the NWMP could serve as constables, judges and courts, and in 1874, as Stipendiary Magistrates. The Lieutenant Governor in Council held the power to administer the law.

Towns such as Calgary established their own police forces once population numbers warranted it. City councils appointed municipal policemen whose duties were outlined in bylaws. Municipal police were responsible for enforcing the laws of the Alberta and federal governments as well as the bylaws of their municipality. Municipal bylaws or ordinances are created by a municipal council and are specific to a city or town. The NWMP, renamed the Royal North-West Mounted Police in 1904, continued to police the rural areas. This came to a stop in 1918 when the federal government cancelled the policing contract. Alberta created the Alberta Provincial Police to take up policing duties. In 1932, when the Mounties returned to the province the Alberta Provincial Police was disbanded.

The sequence of enforcement agencies, however, is but one small part of the law enforcement theme. The development of a court system and of incarceration facilities, for example, took place at the same time. Formal courthouses were constructed early on in Calgary, Medicine Hat, Fort Macleod, Red Deer and Edmonton. With provincehood, Alberta assumed jurisdiction and law-making power in areas allotted to the provinces. The District Courts Act of 1907, for example, created district courts in the province. Areas critical to an agricultural province got early attention, as evidenced by the passing of such acts as the 1907 Act Respecting Noxious Weeds. New technologies caused the province to move into new areas. In 1906, Alberta passed An Act to Regulate the Speed and Operation of Motor Vehicles on Highways.

All this activity implies the real or potential existence of criminal activity, and the existence of notions of public good and public order, all concepts that could be interpreted differently by different parts of the population. Add to this the evolving role of the state and the clash of jurisdictions, and another aspect of this theme emerges. Law enforcement is perhaps too narrow a title for the theme. It has a much wider reach, and encompasses the social experience of living in a society that defines what is lawful and what is not, and where those concepts are constantly under challenge and discussion.

Aside from practical concerns such as investigation, trial and incarceration, and legislation, social aspects form an integral part of this theme. Moral and social questions, the clash between property and personal rights, public policy discussions, and notions of crime and criminality can all be explored in this theme. The way crime and punishment are seen by society changes regularly. So does society's reaction to the criminal, criminal activity, and the experience of crime. Prejudice and fear, for example, can affect the law and its function, and our view of what is a crime, of those accused of crimes, and of those who are the victims of crime.

The law is an organic entity, and that notion leads this theme to include elements as diverse as public protest and petty theft, as emotional as cattle rustling and strikes, and as controversial as natural resources and probation.

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Theme 13. Law Enforcement

13.A. Pre-Provincehood

13.A.1. First Nations

13.A.1.a. Military Societies

13.A.1.b. Social Sanctions

13.A.2. Métis

13.A.2.a. Buffalo Hunt Order

13.A.2.b. Social Sanctions

13.A.2.c. European Structure

13.A.2.d. Church

13.A.3. Canada

13.A.3.a. Territorial Government

13.A.3.b. Department of the Interior

13.A.4. European

13.A.4.a. The Trading Companies

13.A.4.b. Church

13.B. Police

13.B.1. The North-West Mounted Police /

Royal Canadian Mounted Police (*See also Fur Trade 2.A.7.c.*)

13.B.1.a. Organization

13.B.1.b. Jurisdiction

13.B.1.c. Infrastructure

13.B.1.d. Activities and Duties

13.B.1.e. Personnel

13.B.1.f. Social History (*See also The Face of Alberta 18.C.6.k.*)

13.B.2. Alberta Provincial Police

- 13.B.2.a. Organization
- 13.B.2.b. Jurisdiction
- 13.B.2.c. Infrastructure
- 13.B.2.d. Operations
- 13.B.2.e. Activities & Duties
- 13.B.2.f. Personnel
- 13.B.2.g. Social History

13.B.3. Municipal Police

- 13.B.3.a. Organization
- 13.B.3.b. Jurisdiction
- 13.B.3.c. Infrastructure
- 13.B.3.d. Operations
- 13.B.3.e. Activities & Duties
- 13.B.3.f. Personnel
- 13.B.3.g. Social History

13.B.4. The Science & Theory of Law Enforcement

- 13.B.4.a. Education
- 13.B.4.b. Criminology
- 13.B.4.c. Forensic Science

13.C. Judicial System

13.C.1. The Law

- 13.C.1.a. Criminal Law
- 13.C.1.b. Civil Law
- 13.C.1.c. Municipal Bylaw
- 13.C.1.d. Indictable Offence
- 13.C.1.e. Non-indictable Offence
- 13.C.1.f. Courts
- 13.C.1.g. Sanctions

13.C.2. Personnel

- 13.C.2.a. Judicial Personnel
- 13.C.2.b. Officers of the Court
- 13.C.2.c. Lawyers
- 13.C.2.d. Correctional Personnel

13.C.3. Infrastructure

- 13.C.3.a. Court Houses
- 13.C.3.b. Correctional Institutions
- 13.C.3.c. Reform Schools
- 13.C.3.d. Mental Institutions
- 13.C.3.e. Others

13.C.4. The Criminal

- 13.C.4.a. Adult
- 13.C.4.b. Juvenile
- 13.C.4.c. Young Offender
- 13.C.4.d. Recidivism
- 13.C.4.e. Criminal Organizations
- 13.C.4.f. Cases
- 13.C.4.g. Rights
- 13.C.4.h. Social History
- 13.C.4.i. History of Crime

13.C.5. The Public

- 13.C.5.a. Protest
- 13.C.5.b. Civil Disobedience
- 13.C.5.c. Vigilantism
- 13.C.5.d. Advocacy
- 13.C.5.e. Citizen Law Associations

13.C.6. Sociology of Crime

- 13.C.6.a. Paradigm Shifts
- 13.C.6.b. Circumvention & Non-compliance
- 13.C.6.c. Fear of the Criminal Element
- 13.C.6.d. Culture Clash
- 13.C.6.e. Prejudice & Discrimination
- 13.C.6.f. Societal Pressures
- 13.C.6.g. Romanticizing the Criminal



101st Volunteer Regiment, Sarscee Camp, Calgary, 1914

Ernest Brown fonds

Provincial Archives of Alberta, B9323

Theme 14. Military

We came down from the mountain top into the Valley of Death while the echoes of the Easter chimes were still resounding. At 5:30 A.M. on 9 April 1917 the Battle of Vimy Ridge was begun.

Victor W. Wheeler, 50th Canadian Infantry Battalion
(Alberta Regiment)

War and conflict have shaped the lives of all generations of Albertans. Rock art panels at Writing-On-Stone Provincial Park depict warriors from pre-history staring out over their large circular body shields; armoured horsemen and flintlock-armed warriors illustrate changes in military equipment and tactics in more recent times. The incident at Frog Lake and the rising of the Métis in 1885 mark the transition to Canadian dominion over the west. War memorials in almost every community in the province attest to the sacrifice of thousands of Canadians, especially young men in the Great War trenches of Europe. Indeed, Canada as a nation is sometimes considered to begin not with confederation, but with the victory at Vimy Ridge. Canadian men and women continued to serve, and die, for our country and its principles through the many wars, large and small, of the twentieth century.

Here, 'military' is used in its very broadest sense, as relating to arms. The military theme encompasses the impact of war on all aspects of Alberta history. The North-West Rebellion, the Boer War, First World War, Second World War and Korea provide the simplest classification to organize historical materials, but the theme provides numerous other ways to envision this topic. Famous

Alberta regiments such as the Princess Patricia's Canadian Light Infantry, the Lord Strathcona's Horse, the Loyal Edmonton Regiment or the Calgary Highlanders might be considered under several elements. Royal Canadian Navy ships such as the famous corvette *HMCS Wetaskiwin* show the relationship between the war at sea and mid-continent prairie towns, a relationship which illustrates the value of propaganda and mythmaking to the war effort. And, of course, the British Commonwealth Air Training Plan brought the air war to the back yards of Alberta's small towns.

There is a place for those professional soldiers of the Empire who retired to Alberta, sometimes to be summoned to the Colours in the service of the country once again. The militia and cadet movements link the citizenry to the military, while discrimination and internment show the deep fear that conflict engenders in a multiethnic society. The three armed services have their place in the theme, but so do Albertans who had served in foreign forces, perhaps with the Union in the American Civil War, or with the Communists or Anarchists in Spain. The effect of war on the civilian population is not overlooked. Propaganda, espionage, rationing and pacifism reflect the broad brush approach to the Military theme. The repercussions of war, from the political to the spiritual, echo through the fabric of Alberta society long after the conflicts are over, and are not ignored in the theme.

In times of peace the military may be neglected but veterans' organizations and remembrance ceremonies seek to preserve that spirit of dedication, self-sacrifice and comradeship which so enriches those caught up in the horror of war. International peacekeeping took Albertans to conflicts in exotic places and extended our sympathy to victims of war in countries far from home. Nuclear arms and the Cold War put Albertans in the front lines and haunted the dreams of a generation.

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Theme 14. Military

14.A. Pre-Provincehood

14.A.1. Conflicts

- 14.A.1.a. First Nations (*See also Aboriginal Life 3.A.1.i.*)
- 14.A.1.b. Aboriginal / White Conflict
- 14.A.1.c. North-West Rebellion of 1885
- 14.A.1.d. Boer War

14.A.2. Framework

- 14.A.2.a. Social History
- 14.A.2.b. The Enemy
- 14.A.2.c. Materials
- 14.A.2.d. Strategies & Tactics
- 14.A.2.e. Locations
- 14.A.2.f. Facilities
- 14.A.2.g. Commemoration & Remembrance

14.A.3. Soldierly

- 14.A.3.a. The Face of Battle
- 14.A.3.b. Command & Military Organization
- 14.A.3.c. Training
- 14.A.3.d. Imperial Professional Soldiers
- 14.A.3.e. Militia

14.B. Post-Provincehood

14.B.1. Conflicts

- 14.B.1.a. First World War
- 14.B.1.b. Second World War
- 14.B.1.c. Korean War

14.B.2. Framework

- 14.B.2.a. Social History
- 14.B.2.b. The Enemy

- 14.B.2.c. Diplomacy
- 14.B.2.d. Tactics
- 14.B.2.e. Espionage
- 14.B.2.f. War Economics
- 14.B.2.g. British Commonwealth Air Training Plan
- 14.B.2.h. Medical Services
- 14.B.2.i. Red Cross
- 14.B.2.j. Facilities
- 14.B.2.k. Locations
- 14.B.2.l. Materials
- 14.B.2.m. Status

14.B.3. Soldierly

- 14.B.3.a. Military Life
- 14.B.3.b. The Face of Battle
- 14.B.3.c. Command & Military Organization
- 14.B.3.d. Training
- 14.B.3.e. Imperial Professional Soldiers
- 14.B.3.f. Militia
- 14.B.3.g. Canadians in Foreign Armies
- 14.B.3.h. Standing Army, Navy, Air Force
- 14.B.3.i. Cadet Movement
- 14.B.3.j. Prisoners of War

14.B.4. Home Front (Military)

- 14.B.4.a. Social History
- 14.B.4.b. Recruitment
- 14.B.4.c. Conscription
- 14.B.4.d. Discrimination
- 14.B.4.e. Infrastructure
- 14.B.4.f. Prisoners of War and Internment
- 14.B.4.g. Interaction with Civilian Population

14.B.5. The Military in Times of National Peace

- 14.B.5.a. Social History
- 14.B.5.b. Canadian Soldiers in Foreign Conflicts
- 14.B.5.c. Peacekeeping Missions
- 14.B.5.d. Aid to Civilian Authorities
- 14.B.5.e. Cold War
- 14.B.5.f. Facilities
- 14.B.5.g. Materials

14.C. War's Long Reach

14.C.1. Home Front (Civilian)

- 14.C.1.a. Social History
- 14.C.1.b. War Effort
- 14.C.1.c. Rationing
- 14.C.1.d. Labour
- 14.C.1.e. Propaganda
- 14.C.1.f. Myth Making
- 14.C.1.g. Pacifism
- 14.C.1.h. Return & Readjustment

14.C.2. Repercussions

- 14.C.2.a. Political
- 14.C.2.b. Social
- 14.C.2.c. Economic
- 14.C.2.d. Intellectual
- 14.C.2.e. Cultural
- 14.C.2.f. Health
- 14.C.2.g. Spiritual

14.C.3. Retrospection

- 14.C.3.a. Veterans & Veterans' Organizations
- 14.C.3.b. Remembrance & Commemoration
- 14.C.3.c. Reconciliation
- 14.C.3.d. Peace Movements



Mill Creek School District No. 355, Edmonton, April 1921

Ernest Brown fonds

Provincial Archives of Alberta, B3958

Theme 15. Education

Magistri neque servi (Masters not slaves)

Motto, *Alberta Teachers' Alliance* (1918)

We don't need no education.

We don't need no thought control.

No dark sarcasm in the classroom.

Teacher!—Leave them kids alone.

Pink Floyd, *The Wall*

In 1820, the Reverend John West (Church of England) visited several Aboriginal families at York Factory. Despairing of improving the conditions of adults, he noted (Boon 1962:4): "If little hope could be cherished of the adult Indian...it appeared to me that a *wide and most extensive field*, presented itself for cultivation in the instruction of the native children." He took two Aboriginal children from York Factory to the Red River Settlement: "I had to establish the principle, that the North American Indian of these regions would part with his children, to be educated in the white man's knowledge and religion..." (*ibid*). This idea, that education would result in useful, loyal citizens conforming to the Anglo-Saxon values of Canada and the Empire, has been fundamental to Alberta education throughout the province's history. It applied equally to Aboriginals and immigrants; education would assimilate the Ukrainian settler as well as the Aboriginal.

The first education efforts in Rupert's Land were undertaken by the various religious missionaries and were designed to bring Christianity and the 'civilized' arts of agriculture to Native Americans (see Theme 3. Aboriginal Life). By the time of the North-West Territories Act of 1875, education was already recognized as a fundamental value of society; the Act provided for dual French/English education in denominational schools dominated by church authorities. As settlement increased, the system was changed to the Ontario model of public and separate schools (Ordinance of the North-West Territories 1901). The controversy over school control was decided by 1905 and education became primarily under civil rather than religious control.

Curiously, this philosophy of education arose out of the liberal revolutions of Europe of the 1840s. Egerton Ryerson, a Methodist minister and superintendent of schools in Ontario (1844–1876) who toured schools in Europe and America, believed that education promoted loyalty to the Empire and was the right of all; it should be free, universal, and compulsory. This radical view prevailed despite support for elitist education by such personages as the Anglican Bishop of Toronto. The administrative structure consisted of local trustees with the right to raise local (property) taxes and hire teachers, and centralized provincial authority to choose textbooks and provide school inspectors. This system was brought to the west when Frederick Haultain, a lawyer from Medicine Hat and premier of the North-West Territories, appointed David Goggin Superintendent of Education in 1892. Goggin was a University of Toronto graduate, and a teacher and principal who believed that "national" schools would keep the country united and Anglo-Saxon in values. He also established the first prescribed high school curriculum. Through the efforts of these men, public education had established a strong foothold; when Alberta became a province in 1905, there were over 500 school districts in the new province.

School districts were known as "four-by-fours" as they were 4 miles by 4 miles in size. District trustees acquired school buildings, hired teachers, and set tax rates; the Alberta School Trustees Association formed in 1907 provided a forum for trustees to co-ordinate their efforts. The province provided about half the necessary funds, and provincial school inspectors traveled the province, evaluating teachers. Average teacher's salaries in this period were about

\$600 per year. Student enrolment rose from 28,784 in 1906 (about half in the country) to 89,910 in 1914. Much effort was spent trying to assimilate immigrants, especially those from eastern Europe, and to provide basic primary education; few children progressed to secondary school.

Alberta's first Premier, A.C. Rutherford, retained the education portfolio. Within months, the Calgary Normal School was established to train teachers; the teaching course was four months long. In a bold move for a frontier society, he also founded the University of Alberta which was up and running by 1908. By 1914 agricultural schools to teach modern scientific farming methods had been established in a number of Alberta communities; these were placed under the administration of the Department of Agriculture. The Alberta Correspondence School of 1923 permitted distance learning in remote regions. The University of Alberta's School of Education, established in 1929, improved the quality of high school teachers.

Teaching was not a high status profession; conditions were primitive in Alberta's one room schools and trustees were often high-handed. There was a high turn-over of teachers; many women taught for one or two years and then married and left the profession. Men frequently left for better jobs. Married female teachers did not return to the work force until the 1940s. In the period 1918–1943, the average teacher's salary was only \$840 per year. The Alberta Teachers' Alliance founded in 1918 was a voluntary organization that fought for improved working conditions and salaries, and lobbied for training in a university setting; normal schools were seen to be too much like trade schools. This initial collective approach was part of a national trend in the post First World War era. Local trustees and the Minister of Education disapproved. Progress was inhibited by the economic conditions of the 1930s. Districts were closed as farms were abandoned, and the province reduced its expenditures. One unforeseen result of the layoffs at Crescent Heights High School in 1934 occurred when the ex-principal, one William Aberhart, entered politics and won the election of 1935!

In 1916, half of Alberta's students were being educated in one-room schoolhouses. The United Farmers of Alberta government which first assumed power in 1921, attempted to merge the four-by-fours but local trustees resisted this. This attempt would continue; there were over 3,000 school

districts when the Social Credit government assumed power in 1935. The government established School Divisions to consolidate the districts. Consolidation allowed more funds to be directed to better schools serving more people; the one-room schoolhouse was in decline. In 1936, teachers and the Department of Education combined with the newly-formed Canadian Broadcasting Corporation to produce school broadcasts five days a week; Alberta's grasp of the technology exceeded any other province, but might have been expected under a premier who personally understood the power of the air waves. As well as the premier, other cabinet members were drawn from the teaching profession. The Teaching Profession Act, introduced by the UFA, was amended to make membership compulsory and, in 1939, a pension plan was established. The same year the University of Alberta established the College of Education to train high school teachers; public school teachers still attended Normal School. In 1942, the Faculty of Education under M.E. LaZerte assumed responsibility for teachers' training.

The 1930s saw a revision of teaching methods. Rather than the memorization and drills which had dominated instruction, progressive methods derived from the philosophy of John Dewey of the University of Chicago were introduced in the Normal Schools. This emphasized learning by doing and pursuit of children's interests. The speed and extent to which this philosophy actually reached the classrooms of Alberta is uncertain. Nevertheless, in 1953 Hilda Neatby, a professor of History at the University of Saskatchewan published *So Little for the Mind*, a critique of progressive teaching. Her call for a return to traditional teaching was successfully resisted in Alberta. This theme, too, would recur in Alberta education.

The effort to equalize rural and urban educational opportunities also continued. From 1941 to 1960, some rural students were sent to residential schools for high school. Oil revenues beginning in the mid-1940s allowed the province to improve roads in Alberta and this facilitated busing of students to larger, better, centralized schools. Again, the rural/urban equality of education theme would continue in Alberta.

Theme 15, Education, accommodates the trends and issues outlined above. Whether it is building or education philosophy, collective bargaining or politics, the education theme is home for the complex history of learning in Alberta. The government and people of Alberta have been ever interested in education. Education has always been seen as the way to a bright future.

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Theme 15: Education

15.A. Education System

15.A.1. Administration

- 15.A.1.a. Finance
- 15.A.1.b. School Boards (*See also Politics and Government 8.B.3.g.*)
- 15.A.1.c. Legislation
- 15.A.1.d. Administrative Structure
- 15.A.1.e. Parent Teacher Associations

15.A.2. Personnel

- 15.A.2.a. Administration
- 15.A.2.b. Teaching Staff
- 15.A.2.c. Adjuncts
- 15.A.2.d. Qualifications
- 15.A.2.e. Professional Associations

15.A.3. Student Life

- 15.A.3.a. Formal Instruction
- 15.A.3.b. Health Programs
- 15.A.3.c. Truancy
- 15.A.3.d. Scholarships & Bursaries
- 15.A.3.e. Extracurricular Life
- 15.A.3.f. Social History

15.A.4. Infrastructure

- 15.A.4.a. Busing & Transportation
- 15.A.4.b. Structures
- 15.A.4.c. Design & Regulations
- 15.A.4.d. Playgrounds
- 15.A.4.e. Safety Regulations
- 15.A.4.f. Materials

15.A.5. Types of Education

- 15.A.5.a. Public
- 15.A.5.b. Separate
- 15.A.5.c. Private
- 15.A.5.d. Mission, Residential and/or Industrial
(*See also Aboriginal Life 3.A.4.f. and Spiritual Life 11.C.1.c.*)
- 15.A.5.e. Post-Secondary
- 15.A.5.f. Vocational Training School
- 15.A.5.g. Professional / Business Training
- 15.A.5.h. Special Needs Education
- 15.A.5.i. Extension Programs
- 15.A.5.j. Other

15.B. Issues in Education

15.B.1. Theories of Teaching

- 15.B.1.a. Discipline
- 15.B.1.b. Gender & Education
- 15.B.1.c. Continuing Education
- 15.B.1.d. Public Education Campaigns
- 15.B.1.e. Learning Theory
- 15.B.1.f. Philosophy of Education
- 15.B.1.g. Religion and Education

15.B.2. Curriculum

- 15.B.2.a. Evaluation
- 15.B.2.b. Standards
- 15.B.2.c. Content Evolution
- 15.B.2.d. Instructional Materials

15.B.3. Education and the Individual

- 15.B.3.a. Social Change
- 15.B.3.b. Social Status
- 15.B.3.c. Economic Implications
- 15.B.3.d. Value of Education
- 15.B.3.e. Myths of Education
- 15.B.3.f. Constraints & Opportunities



Tennis Players at Dave Bindick's Farm, Southeast of Leduc, 1920s

Photographer: Harry Bamber

Harry Bamber fonds

Provincial Archives of Alberta, BA305

Theme 16. Sports

My first job was ski instructor at Sunshine Camp...we put sealskins on our skis and it took an hour or two to climb to the summit of Mount Brewster [Mount Lookout] on foot...We used hickory skis with cable binding.

Bruno Engler, recalling arriving in Banff in 1929, quoted in *Aberhart and the Alberta Insurrection 1935–1940* (Edmonton: United Western Communications Ltd., 1998).

The baseball game in the afternoon was the highlight of the day and caused as much excitement as any big league game could. There were usually three teams to compete for the prize...Nose Hill and Talbot often picked the best players from both teams to try and beat the town boys, which they often did.

Ellenor Ranghild Merriken, *Looking for Country: A Norwegian Immigrant's Alberta Memoir* (Calgary: University of Calgary Press, 1999).

The urge to play, and play well, has dominated the history of sport in Alberta. By 1900, Albertans were swatting baseballs and golf balls, lacing up skates, swinging tennis racquets and polo mallets, and throwing curling stones in fields, sloughs, and parks all across the province. Tennis players formed a club in 1890s Strathcona on land acquired from the Calgary & Edmonton Railway. Enthusiasts climbed over a stile to do battle on one of two grass courts, or

the less preferable cinder court. For holidays and tournaments, they set up a tent and dispensed refreshments. In 1895, a team assembled from Calgary's fire brigade became that city's first hockey champs. The pictorial record of sports in this province shows women, men, and children in woolen scarves and warm hats, or shirtsleeves and filmy bonnets, taking part in the sport of their choice.

Sport in Canada has not been paid much scholarly attention. What historiography there is has tended to portray sport as a tool of the upper classes of British origin to ensure the transfer of its world view to all members of society. Cultural hegemony was assured, the argument goes, if everyone played hockey or football. This interpretation has been used to explain everything from the founding of golf clubs to the rise of organized sport. Certainly doctrines linking physical prowess and moral character were common. If one was engaged in a hearty game of soccer, one wouldn't be doing, well, something else. Notions of fair play and teamwork learned on the playing field were thought to be tools needed for success later in life. And certainly gender and age determined to a large extent who could play what and when. None of these things, though, are unique to the British tradition. And none explains the eagerness of people all over the province to pick up a bat or glove and smack something, for one of sport's basic characteristics, its competitiveness, is one many participants see as its most attractive. Whether it's backyard badminton, school running races, community league basketball, interurban tennis matches, or show jumping, part of the attraction of sport is being better than someone else.

This interpretation also overlooks and belittles the motivations and experiences of many involved with sport, and obscures as well, the many roles sport assumes in society—as entertainment, as pastime, for enjoyment, for physical development, for social interaction, for community and personal pride, and as an occupation. It uses class to explain perceived differences in sporting activity and understanding without actually examining them. Tony Rees argues, for example, that in Alberta, polo became a quintessentially western game, moving far from its elitist origins. Anyone with a string of cow ponies was welcome to join in, he says, arguing this democratic nature of the prairie game helped it survive.

The arrangement of the sports theme allows for the examination of individual sports, for the examination of cultural meanings ascribed to sport, and for examination of the culture of sport. Women were playing hockey in Alberta, for example, by the middle of the 1890s. A game in Medicine Hat in 1897 was noted in the paper, but there were no details: spectators were barred. The sports theme would provide several places where this game could be interpreted, and placed within the larger pictures of sport, gender, and society.

The sports theme allows for the examination of circumstances unique to Alberta, but also for the study of questions common to sports history in other places: the question of amateurism versus professionalism, the debates over competition versus recreation, the influence of urbanization on sport, and the rise of spectator sport, for example.

Albertans have never been far from sporting pursuits. Fur trade employees played quoits at Dunvegan and football in Edmonton. Alpine associations, ski clubs, and curling clubs were formed early in Alberta's history. People curled on frozen rivers and flooded outdoor rinks, then built sheets of ice inside covered arenas. The first provincial bonspiel was held in Calgary in 1905, with 27 rinks competing. Other team sports were organized right away too with baseball, hockey and basketball emerging as the favourites. Men and women had formed hockey teams in the larger towns by 1900. League hockey developed quickly for the men, with most communities putting teams together. When the Bellevue Bulldogs played the Coleman Canadians in January 1929 in Coleman, that contest would have been just one of many that took place all across the province.

Baseball and softball were extremely popular sports, requiring only a bat, a ball, a few gloves and a dusty field. Men's teams or clubs, for example, had been formed by 1893 in Olds, and by 1896 in Medicine Hat and Canmore. After 1900, teams followed settlement and railroad patterns: Cardston, Magrath, Staveland, Claresholm, Wainwright, Innisfree, and Bawlf, for example, all boasted men's teams. The *Camrose Canadian* reported in February, 1910, that a Central Alberta Baseball League may get under way that summer. Wetaskiwin, Leduc, Camrose, Red Deer, Sedgewick, Stettler, Lacombe, Innisfail and Ponoka were among the towns expected to put up teams. Competition would be keen and the paper hoped Camrose would be in the thick of it: rumours

that “among the men whom the new wholesale houses are transferring here are three baseball players of more or less repute in this province” undoubtedly increased anticipation for a winning season.

Summer holidays and celebration days usually featured a baseball game between rival communities. A big celebration planned for 4 July 1910 in New Norway featured not only the Bawlf orchestra and the Wetaskiwin band, but baseball teams from Lewisville, Camrose, and New Norway battling for the Silver Cup. A league featuring semi-professional ball (players received a low wage) got under way in Alberta in 1907. The league lasted until the outbreak of World War I. Barnstorming took over the province in the 1920s, lasting into the 1940s. Some teams featured a mixture of comedy and ball, but all put on dazzling displays of baseball skill. Teams such as the House of David and the Texas Colored Giants regularly swung through the prairies and played to huge crowds.

Albertans were spectators, organizers, and participants at the local, national, and international levels. Thousands cheered the Edmonton Grads, or gathered outside the *Edmonton Journal* building to follow a prizefight or the world series. Edmonton's women's hockey team, the Edmonton Rustlers, won the Dominion title in 1933 by defeating the Preston Rivulettes. Alberta's rodeo champions competed across North America. The Edmonton Mercuries won the men's hockey gold medal at the Olympic games in Oslo, Sweden, in 1952. The Calgary Stampeders, formed in 1945, had been preceded in inter-provincial competition by teams including the Tigers, the Canucks and the Bronks. The Stampeders won the Grey Cup in 1948, beating Ottawa.

The sports theme makes room for a comprehensive examination of the history of sport in Alberta, looking not only at participants and spectators, but at facilities, associations and governing bodies, and the culture, development and meaning of sport in Alberta society. What led to the founding of the Department of Physical Education at the University of Alberta in 1945? What was the effect of the promoter, or of advertising, on the development of sport? How did the YMCA/YWCA influence public notions of physical fitness? What effect did climate, or radio, or the Second World War, have on sport? Why did some sports flourish, and others remain vital to only a few enthusiasts? Were there differences in sporting activities between rural and urban communities?

Between northern and southern communities? What does the citizen as spectator, rather than as participant, tell us about Alberta society? There are many questions about sport in Alberta yet to be answered.

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Theme 16. Sports

16.A. Types

16.A.1. Individual

- 16.A.1.a. Field Sports
- 16.A.1.b. Racquet Sports
- 16.A.1.c. Boxing & Wrestling
- 16.A.1.d. Martial Arts
- 16.A.1.e. Gymnastics
- 16.A.1.f. Golf
- 16.A.1.g. Vehicle Racing
- 16.A.1.h. Winter Sports
- 16.A.1.i. Aquatic Sports
- 16.A.1.j. Shooting
- 16.A.1.k. Equestrian Sports
- 16.A.1.l. Rodeo
- 16.A.1.m. Other

16.A.2. Team

- 16.A.2.a. Field Sports
- 16.A.2.b. Racquet Sports
- 16.A.2.c. Gym Sports
- 16.A.2.d. Gymnastics
- 16.A.2.e. Winter Sports
- 16.A.2.f. Aquatic Sports
- 16.A.2.g. Shooting
- 16.A.2.h. Equestrian Sports
- 16.A.2.i. Rodeo
- 16.A.2.j. Other

16.B. Sports in Society (See also Work and Leisure 10.C.)

16.B.1. The Culture of Sport

- 16.B.1.a. Athletes
- 16.B.1.b. Training

- 16.B.1.c. Sports Medicine
- 16.B.1.d. Support Personnel
- 16.B.1.e. Infrastructure
- 16.B.1.f. Materials
- 16.B.1.g. Marketing

16.B.2. Philosophy of Sport

- 16.B.2.a. Nature of Competition
- 16.B.2.b. Amateurism and Professionalism
- 16.B.2.c. Gender
- 16.B.2.d. Age
- 16.B.2.e. Regulations
- 16.B.2.f. The Meaning of Sport in Life
- 16.B.2.g. The Nature of Participation

16.B.3. Public Participation

- 16.B.3.a. Ownership
- 16.B.3.b. Sponsorship & Fund Raising
- 16.B.3.c. Promotion
- 16.B.3.d. Media Coverage
- 16.B.3.e. Spectatorship
- 16.B.3.f. Fan Loyalties



Bow Valley Sanatorium Library, 1928

Alberta Department of Health fonds,
Provincial Archives of Alberta, A11783

Theme 17. Intellectual Life

The development of a mechanical stooking device, which has been the goal of inventors for years, has apparently taken a long stride forward with the work of Nick and John Boychuk of Shandro...If in its perfected form it lives up to its present performance in the field, the new stooker will undoubtedly prove one of the greatest labor saving devices on the farm since the advent of the self binder.

Edmonton Journal, 18 August 1926

The Intellectual Life theme is a difficult one. At times it seems rather like an orphan; at other times, it seems to be a part of a house full of siblings and extended family. The study of ideas can take a pure path, examining those ideas for their content and value only. It can also take a much more inclusive path, and look at the conditions that gave rise to those ideas, the way ideas are transmitted, and the impact of ideas. The notion of widely held beliefs is as significant here as the contributions of individual thinkers and practitioners, as are the contributions of both leading thinkers and the ordinary person. In exploring all aspects of intellectual life from inventiveness and creativity to philanthropy and public policy, this theme acknowledges that ideas can be theoretical or practical and their effects can range from good to evil.

This theme cannot be easily separated from the others. Education, Spiritual Life, Politics and Government, Work and Leisure, and The Face of Alberta, for example, all contain aspects of the Intellectual Life theme. It is important,

though, to acknowledge the concept of thought, and the study of thought and ideas, with its own theme.

This theme structure is broadly conceived. Intellectual activity is understood to take place in many forums from university classrooms and research laboratories to kitchens, government panels, and art classes. Ideas about science and the value of research, seen for example in the early establishment of the Alberta Research Council in 1921, and about artistic expression, exist side by side here. The Alberta Society of Artists was formed in 1931 to promote and encourage Alberta artists, to promote art education, and to help establish permanent art galleries in Alberta. In 1933, E.A. Corbett founded the Summer Theatre School at Banff. The idea of founding a theatre school during a period of deep economic distress was met with much opposition, but on opening day nearly 190 students enrolled, much higher than expected.

These examples point to the heart of the Intellectual Life theme. Ideas can emerge from social, economic, or other milieus. One of the Research Council's first projects, for example, was attempting to devise surfacing solutions to the gumbo fest held annually on Alberta's springtime roads. But the notion that theatre is important when dust storms are eating agricultural livelihoods cannot be traced to the same practical parents. Rather, it shows that ideas emerge from personal conviction, from a belief in value, and from competing notions of societal good. We will find in the Intellectual Life theme, then, notions of creativity, of the powerful pull of myth, and of the impact of landscape, as well as political theories, religious beliefs, agricultural science, and public constraints.

The Intellectual Life theme also acknowledges that thought and ideas, inventions and discoveries, have material as well as intellectual dimensions, and can impact all parts of life. The concept of air mindedness had an effect on politics and recreational activities. Albertans have developed agricultural implements from plows to harvesters suited to solving particular farming conditions found here. The collapsible hat, the combination hoe/rake, and

the valise that could turn into a life-saving flotation suit all came from the minds of Albertans. Enthusiastic people in communities around the province built opera halls, formed dramatic societies and literary clubs, opened reading rooms, instituted musical clubs, and wrote letter after letter to the press arguing all sides of current topics.

Albertans have collected documents and objects, and made efforts to make them available for research, preservation, or display. They have argued passionately, and influenced public policy on history, preservation, and what it is that constitutes the Alberta experience. How Albertans saw themselves, then, in relation to each other, in relation to their province, and in relation to their country are also part of this theme.

Schools, universities, and churches have all played roles in developing and transmitting ideas and theories. The concern for the ideals of higher education in a developing province was evident when part of the election platform of Alexander Rutherford's Liberal Party in 1905 was the establishment of a university. Although opponents thought emphasis on practical issues should be paramount, Rutherford prevailed and the University of Alberta was established in 1906.

Writers, artists, composers, and performers have interpreted Alberta and the experience of Alberta, have argued for particular philosophical approaches, and have expanded the definitions of creativity, meaning, and life. The tensions between the individual and society, between genders, between races, and between widely held views and less popular ones, can be explored here. So too can the influence of landscape, of isolation, of urban life, and of ethnic experience.

The history of Alberta has tended to emphasize the physical realities of climate, of distance, and of experience. The Intellectual Life theme demonstrates that culture, thought, inventiveness, and argument were important too. It was this desire for more than the basics of life, for more than the essence of mere survival, that informs the Intellectual Life theme.

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17.A. Settings

17.A.1. Institutions of Higher Learning

- 17.A.1.a. Culture of Creativity
- 17.A.1.b. Freedom of Thought
- 17.A.1.c. Abstract Thought
- 17.A.1.d. Paradigms
- 17.A.1.e. Research
- 17.A.1.f. Experimentation
- 17.A.1.g. Discoveries
- 17.A.1.h. Advances & Contributions
- 17.A.1.i. Applications

17.A.2. Commercial

- 17.A.2.a. Culture of Creativity
- 17.A.2.b. Freedom of Thought
- 17.A.2.c. Abstract Thought
- 17.A.2.d. Paradigms
- 17.A.2.e. Research
- 17.A.2.f. Experimentation
- 17.A.2.g. Discoveries
- 17.A.2.h. Advances & Contributions
- 17.A.2.i. Applications

17.A.3. The Public

- 17.A.3.a. Culture of Creativity
- 17.A.3.b. Freedom of Thought
- 17.A.3.c. Abstract Thought
- 17.A.3.d. Paradigms
- 17.A.3.e. Research
- 17.A.3.f. Experimentation
- 17.A.3.g. Discoveries

17.A.3.h. Advances & Contributions

17.A.3.i. Applications

17.A.4. Government

- 17.A.4.a. Culture of Creativity
- 17.A.4.b. Freedom of Thought
- 17.A.4.c. Abstract Thought
- 17.A.4.d. Paradigms
- 17.A.4.e. Research
- 17.A.4.f. Experimentation
- 17.A.4.g. Discoveries
- 17.A.4.h. Advances & Contributions
- 17.A.4.i. Applications

17.B. The Disciplines

17.B.1. The Arts

- 17.B.1.a. Philosophy
- 17.B.1.b. Theory
- 17.B.1.c. Creativity
- 17.B.1.d. Research
- 17.B.1.e. Production
- 17.B.1.f. Presentation
- 17.B.1.g. Promotion
- 17.B.1.h. Economics
- 17.B.1.i. Collecting
- 17.B.1.j. Notions of Value
- 17.B.1.k. Notions of Success
- 17.B.1.l. Amateur
- 17.B.1.m. Professional
- 17.B.1.n. Significant Works
- 17.B.1.o. Significant People

17.B.2. The Sciences

- 17.B.2.a. Philosophy
- 17.B.2.b. Theory
- 17.B.2.c. Creativity
- 17.B.2.d. Research
- 17.B.2.e. Production
- 17.B.2.f. Presentation
- 17.B.2.g. Promotion
- 17.B.2.h. Economics
- 17.B.2.i. Collecting
- 17.B.2.j. Notions of Value
- 17.B.2.k. Notions of Success
- 17.B.2.l. Amateur
- 17.B.2.m. Professional
- 17.B.2.n. Significant Works
- 17.B.2.o. Significant People

17.B.3. The Humanities & Social Sciences

- 17.B.3.a. Philosophy
- 17.B.3.b. Theory
- 17.B.3.c. Creativity
- 17.B.3.d. Research
- 17.B.3.e. Production
- 17.B.3.f. Presentation
- 17.B.3.g. Promotion
- 17.B.3.h. Economics
- 17.B.3.i. Collecting
- 17.B.3.j. Notions of Value
- 17.B.3.k. Notions of Success
- 17.B.3.l. Amateur
- 17.B.3.m. Professional
- 17.B.3.n. Significant Works
- 17.B.3.o. Significant People

17.C. Underpinnings**17.C.1. Roles & Values**

- 17.C.1.a. Creating Culture
- 17.C.1.b. Creating Meaning
- 17.C.1.c. Commemoration
- 17.C.1.d. Mythmaking
- 17.C.1.e. Competing Values
- 17.C.1.f. Notions of the Public Good
- 17.C.1.g. Government Policies & Agencies
- 17.C.1.h. Propaganda
- 17.C.1.i. Censorship

17.C.2. Public Sphere

- 17.C.2.a. Cultural Value
- 17.C.2.b. Audiences
- 17.C.2.c. Awareness & Appreciation
- 17.C.2.d. Reaction
- 17.C.2.e. Classes / Instruction
- 17.C.2.f. Collecting
- 17.C.2.g. Regulation & Censorship

17.C.3. The Intellectual Economy

- 17.C.3.a. Funding
- 17.C.3.b. Formal Education
- 17.C.3.c. Patronage
- 17.C.3.d. Consumers
- 17.C.3.e. Philanthropy
- 17.C.3.f. Intellectual Workers
- 17.C.3.g. Volunteering
- 17.C.3.h. Retail Outlets
- 17.C.3.i. Lobbying

17.C.4. Facilities

17.C.4.a. Administration

17.C.4.b. Research

17.C.4.c. Preservation

17.C.4.d. Collections

17.C.4.e. Display

17.C.4.f. Performance

17.C.4.g. Teaching

17.C.4.h. Assembly



View of Rosebud, Alberta, 1919

Harry Pollard Collection
Provincial Archives of Alberta, P4183

Theme 18. The Face Of Alberta

[If] I look about me in the vast sea of upturned faces I see the determination of a young and vigorous people; I see the calm resolution, the courage, the enthusiasm to face all difficulties, to settle all the problems which may confront this new province.

Excerpt from Sir Wilfrid Laurier's speech at the ceremonies
inaugurating the province of Alberta, 1 September 1905

Funny how memory is so selective. How imagination tags along and you don't know where something blurs beyond truth. If I said I was telling the truth, would anyone believe me?

Hiromi Goto, *Chorus of Mushrooms*

The final theme, The Face of Alberta, in many ways contains elements of all those themes that have preceded it. Theme 18 is the final opportunity to ponder the measure of a people, and suggest factors that may be of significance in that analysis. It provides that opportunity through two primary approaches. The first is empirical, and lets us measure changes in population characteristics and occupation statistics, for example. The second is reflective, and asks us to consider how racism, or myth, or landscape, have influenced Albertans' experiences. The Face of Alberta argues that living in Alberta has meant different things to differing people, and the reasons for that are not always linked to the major economic or political climates.

The Face of Alberta suggests the peopling of the province is a topic worthy of consideration. Not just who arrived when and whether they stayed or left, but why they came, why they stayed, what they left behind. Embedded in this theme are topics as diverse as the clash of cultures, the expression of ethnic identity through art and architecture, and the challenge of living an individual life as part of many communities.

People move through societies as individuals, and as parts of many groups. Theme 18 looks at two formations in particular, the individual and the family, and offers a way to interpret their historical experiences. By far the largest emphasis is on the individual, and Theme 18 tries to show the individual experience as having both internal, highly personal dimensions (18.C.2., for example), and an external face where the individual can both influence what is taking place, and be entirely without influence in any particular circumstance (18.C.3., for example).

The physical environment is acknowledged as a powerful force. It can be the backdrop to a grand play, or the actor on the stage. It can be both protagonist and antagonist, its influence reaching into art, literature, daily life. All those who have called Alberta home have come to some understanding of the landscape and their place in it. Creating legends, knowledge, visualizing the landscape through story telling, mapping, art, literature, and other means of expression has been a consistent part of the experience of being in Alberta. This experience too can be divided into the empirical, and the impressionistic. The Palliser expedition, the Geological Survey, and research into dry farming techniques are all examples of the quest for empirical knowl-

edge. Artists, writers, and musicians take a different approach, more often choosing to interpret and explore the landscape rather than seeking to quantify or explain it. Theme 18 provides an opportunity to explore, and collect material about, acquiring knowledge about Alberta, interpreting Alberta, and understanding the experience of living in Alberta.

To say the Alberta of 1950 or 1951 was different than the Alberta of 1905, or of 1840, seems rather obvious. Theme 18, though, lets us explore whether that was indeed so. Yes, there were more and more people, and more and more of them lived in urban settings. And yes, the first edition of *Rat Control in Alberta* was published in 1951, Joan Engman started work as Alberta's first dental hygienist, and Charles Noble was the first inductee into the Alberta Agricultural Hall of Fame. Government House became a home for disabled veterans, the Fairview School of Agriculture and Home Economics opened, and Canadian women began the March of Dimes annual fundraising campaign. But did Albertans feel any different about their past, or their future, than they perhaps had in 1911? What had shifted, what had remained the same, what did they look to for meaning?

Theme 18 stares right into the face of Alberta, and pokes at its underbelly too. The length of the northern Alberta winter and the overwhelming southern sky has shaded Albertans' individual and communal maps, but discrimination, greed, and myth have too. Theme 18 invites the scholar, the archivist, the museum curator, to not only look at the façade of the Alberta experience, but to venture into the back alley.

Theme 18. The Face Of Alberta

18.A. The Land

18.A.1. Natural Environment

- 18.A.1.a. Geological
- 18.A.1.b. Biological
- 18.A.1.c. Atmospheric

18.A.2. Empirical

- 18.A.2.a. Aboriginal Knowledge
- 18.A.2.b. The Explorers
- 18.A.2.c. Cartographers
- 18.A.2.d. Dominion Land Survey
- 18.A.2.e. Boundary Survey
- 18.A.2.f. Geological Survey

18.A.3. Subjective

- 18.A.3.a. Propagandists
- 18.A.3.b. Interpreting the Landscape

18.B. Demography

18.B.1. Peopling Alberta

- 18.B.1.a. Aboriginal Population Movement
- 18.B.1.b. Immigration
- 18.B.1.c. Origins
- 18.B.1.d. Birthplace
- 18.B.1.e. Citizenship Qualifications
- 18.B.1.f. Children
- 18.B.1.g. Emigration

18.B.2. Population Profile

- 18.B.2.a. Gender
- 18.B.2.b. Age
- 18.B.2.c. Occupation

- 18.B.2.d. Income
- 18.B.2.e. Education
- 18.B.2.f. Geographic Distribution
- 18.B.2.g. Ethnicity
- 18.B.2.h. Religion
- 18.B.2.i. Conjugal Status
- 18.B.2.j. Birthplace
- 18.B.2.k. Birth Rate

18.B.3. Community

- 18.B.3.a. Identification
- 18.B.3.b. Formation
- 18.B.3.c. Change
- 18.B.3.d. Interactions
- 18.B.3.e. Formal
- 18.B.3.f. Informal

18.B.4. Family

- 18.B.4.a. The Household
- 18.B.4.b. Childhood
- 18.B.4.c. Adulthood
- 18.B.4.d. Old Age
- 18.B.4.e. Life Passages
- 18.B.4.f. Parenting
- 18.B.4.g. Kinship

18.B.5. The Personal Realm

- 18.B.5.a. Personal Items
- 18.B.5.b. Clothing
- 18.B.5.c. Health
- 18.B.5.d. Personal Maintenance
- 18.B.5.e. Household Maintenance
- 18.B.5.f. Chores
- 18.B.5.g. A House of One's Own

18.C. Zeitgeist

18.C.1. Attitudes

- 18.C.1.a. Gender
- 18.C.1.b. Race and Ethnicity
- 18.C.1.c. Religion
- 18.C.1.d. Occupation
- 18.C.1.e. Income
- 18.C.1.f. Disabilities
- 18.C.1.g. Sexual Orientation
- 18.C.1.h. Age
- 18.C.1.i. Community
- 18.C.1.j. Other

18.C.2. Individual Experience

- 18.C.2.a. Private Life
- 18.C.2.b. Public Life
- 18.C.2.c. Self-image
- 18.C.2.d. Public-image
- 18.C.2.e. Scandal
- 18.C.2.f. Rumour
- 18.C.2.g. Intellectual Experience
- 18.C.2.h. Responsibility
- 18.C.2.i. Influence
- 18.C.2.j. Contribution
- 18.C.2.k. Satisfaction

18.C.3. The Individual in Society

- 18.C.3.a. Class
- 18.C.3.b. Status
- 18.C.3.c. Power
- 18.C.3.d. Reputation
- 18.C.3.e. Honour
- 18.C.3.f. Values

- 18.C.3.g. Constraints

- 18.C.3.h. Influence

- 18.C.3.i. Opportunity

- 18.C.3.j. Image Presentation

- 18.C.3.k. Conformity

- 18.C.3.l. Rebellion

18.C.4. Social Context

- 18.C.4.a. Political

- 18.C.4.b. Individualism

- 18.C.4.c. Climate of the Times

- 18.C.4.d. Economic

- 18.C.4.e. Values

- 18.C.4.f. Intellectual

- 18.C.4.g. Notions of Right & Wrong

- 18.C.4.h. Censure

18.C.5. Trends

- 18.C.5.a. Non-partisanship

- 18.C.5.b. Regionalism

- 18.C.5.c. Nativism

- 18.C.5.d. Cultural Hegemony

- 18.C.5.e. Province Building

- 18.C.5.f. Community Building

- 18.C.5.g. Moral Reform

18.C.6. Myth-Building

- 18.C.6.a. Native "Eden"

- 18.C.6.b. Old Country Myth

- 18.C.6.c. "Good Old Days" (Pioneer Glory Remembered)

- 18.C.6.d. The West as Tabula Rasa

- 18.C.6.e. Homestead Myth

- 18.C.6.f. Romantic West

- 18.C.6.g. The Cowboy
- 18.C.6.h. Western Hospitality
- 18.C.6.i. Canadian Nationalism
- 18.C.6.j. The Canadian Way
- 18.C.6.k. Myth of the Mountie
- 18.C.6.l. Social Conservatism
- 18.C.6.m. Group Mentality
- 18.C.6.n. Community Identity
- 18.C.6.o. Other

Artwork Credits

Cover

Gerald Faulder

Shunda Vista

2005

acrylic on canvas

73 x 238 cm

Scott Gallery, Edmonton, Alberta



Part III

Barbara Ballachey

Raven

2005

acrylic on canvas

152 x 122 cm

Collection of the artist



Part I

Jacqueline Stehelin

Clouds/Lake/Night

2003/2004

oil on canvas

112 x 122 cm

Scott Gallery, Edmonton, Alberta



Part IV

Jim Stokes

Green Spot

2005

acrylic on linen

43 x 62.5 cm

Scott Gallery, Edmonton, Alberta



Part II

Cliff Robinson

Morley, Alberta

n.d.

watercolour and ink on paper

25 x 35.5 cm

Collection of the Alberta Foundation for the Arts



Part V

Thelma Manarey

West of Town

1975

pencil on paper

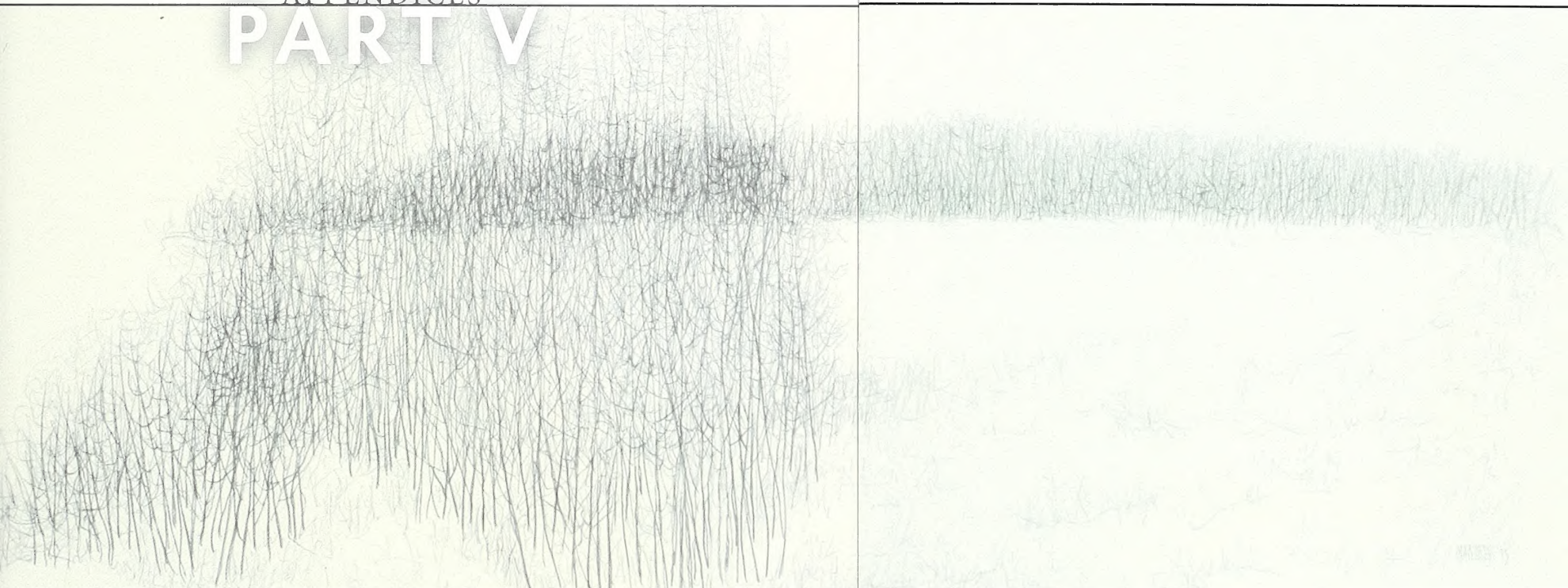
33 x 50 cm

Collection of the Alberta Foundation for the Arts



APPENDICES

PART V





Alberta